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Educational Contrasts.

An Autobiographical Chapter of an English Grandfather in America.

By CHARLES QUINCY TURNER, New York.

It is not given to many men to be thoroly acquainted with the methods and results of the elementary teaching of the public schools of America to-day, and yet to retain a vivid remembrance of the only educational facilities available for the great bulk of the people of England between the years 1850 and 1860.

Thanks to exceptional opportunities I have had the good fortune to see, in my nephews and nieces, and my grandchildren, the results of the system of teaching in the public schools of New York and New Jersey, typical I doubt not of elementary education in other states, and am able to compare the conditions and advantages which their parents, and they, enjoy and to contrast them with those under which, in England, my parents were placed in selecting my course of education, and I passed my infantile and juvenile days.

In the first place there was neither state nor city educational aid of any sort. The State had let the provision for the peoples' education drift into the initiative of the two great ecclesiastical aggregations which have divided the country ever since the Reformation i. e. the so called National Episcopal Church of England and the groups of separate professors of religion, aptly described under the generic name of "Dissenters", those who dissented from the established Episcopal Church either on account of its doctrine, or its method of church government.

The followers of the established Episcopal Church were collectively the richest and the most cohesive body, and were fully alive to the value of having the upbringing of generations of children in secular knowledge, provided that their education was controlled by them, and included what they called "religious instruction" but what was, in fact, partisan dogma of the most pronounced kind. The elementary schools maintained by the Churchmen were called "National Schools"—those of the Dissenters "British Schools."

So long as the National or Church schools asked no pecuniary aid from the State their course was logical and free from turmoil, but as soon as they asked the State to contribute a capitation grant to them, there was hostility and defiance. This was to be expected, for no public money could be so appropriated which was not contributed to by the Dissenters, and they, very naturally, had conscientious objections to the teaching of dogma to which they were opposed, in schools, which, thru their contribution to the taxes, they were in part supporting. It is the pitiful old story of crucifying the children that bigots might triumph, and it has been the marplot to all England's elementary public education. To-day, after more than half a century it is rending the country in twain and the goods and chattels of "passive resisting" dissenters are being daily seized by the

sheriff to satisfy judgments obtained by the local school authorities. This education question will, in fact, be one of the bitterest to be fought out again in the approaching general Parliamentary election.

I am not familiar with the exact nature of the so called "religious instruction" or "church influence" which is so objectionable to the Dissenters to-day. I know what it was when I was a child, when that monstrous perplexity, the "Church catechism," was droned out week by week, and belief in it, and assent to it, and to all its holy mysteries, was sing-songed by children who had not advanced far enough to be able to read it for themselves, much less to fathom beliefs which have perplexed the consciences of the wisest of the world for twenty centuries. It was veritable blasphemy, enforced as discipline. Of course I did not know in the least what it was about, altho I was publicly called upon, as we all were, to call God to witness that I accepted it. Nigh on 50 years have since passed and parts of its wording dwell yet in my memory, like echoes.

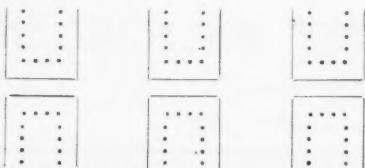
This indifference of the State, and internecine feud, naturally had its sequel in lack of provision, and the total space capacity of the three "National" schools, and the one "British" school did not, together, exceed the requirements of 1,000 children out of a population of 30,000, of whom at least 8,000 must have been of school age.

Naturally, the rank and file of the poor people, to whom the putting their hands into their pocket for the weekly dime, which every child had to take in its hand on Monday mornings, was a burden; a subtraction of money sorely needed for bread, and they were slack in sending their children to any school. Nor was there any law to compel them to. Each school was therefore mainly used by parents to whom the dimes were not of so pressing a necessity, as a place where their elder children could be sent to, whilst the younger ones were attended to at home. Consequently, location was a determining factor in patronage, if a school was surrounded by a nearby population it was well patronized, if it was remote, it was not.

Fortune favored me, so far as proximity was concerned, inasmuch as I lived within three doors of a "National" or Church school, and that was where I lisped my first alphabet. It was a handy place for the two oldest out of five, to be packed off to. I can see it now, as plainly as then. It was a building all on the ground floor, divided into two large rooms, each entered by a separate porch, one for "Boys" and one for "Girls." At no age were we children educated together, or by a sex different from our own. The boys had "masters" the girls "mistresses." That was a fundamental and never questioned method almost as revered as if it had been an eleventh commandment. Each room was an oblong with unplastered, white-washed, brick walls and a red floor of square tiles, laid on the solid earth. For furniture there was nothing but some twenty low, long, removable forms, polished to the shining point by use, and

at each end of the room a few flaps attached to the walls, for the scholars who had progressed so far as to be able to write in ink.

The first duty of the bigger boys was to transport the forms into the center of the room, and set them out in three sides of squares, in two rows, for occupancy



and then to go down on their marrowbones with lumps of chalk, and rule a line in front of each form, which the pupils were to toe when they stood up. Then came the inrush, each child going to his particular class.

For teaching we were taken in hand by a "pupil teacher," a callow youth of 13 or 14 years of age, who had us up, one at a time, to display to our wondering eyes large square cards (we had no books) on which were printed A, a—B, b—C, c—D, d—and so on, and who very laboriously drilled into our little numbskulls that great "A" was the first letter of the alphabet, which we were always to remember, and that little "a" was also the first letter, which we were never to forget. Of course this mix up very much enlightened us, and inasmuch as the other nineteen little empty heads had no books, and nothing to occupy them whilst waiting their turns, they got into mischief, or dozed, and what with these lapses, together with infantile colic and other troubles, that poor pupil teacher had his hands full, and mighty little to show for it. However any of us ever got up into the next stage, where the children all in unison, drawled the senseless two-letter nonsense of B A "ba," B E "be" B I "bi" B O "bo" B U "bu" B A "ba," and then squeaked out in chorus "Ba-be-bi-bo-bu-ba," is only exceeded by the mystery of why such drivel was ever distilled thru our little pates, under the guise of useful knowledge. No wonder the process was slow. Of religious instruction, on the same sing-song lines, I have already spoken.

The fates so ordered that when I was about six years of age, I was removed to a section of the town where there was neither National nor British school, in fact no educational establishment but a private Dames School, and so to Dame Lemon's of Diamond Court I went, with my stock of alphabet. Dame Lemon was a little, shrivelled up, toothless, old lady, at least 70 with three corkscrew wig curls, very black and youthful, on each side of her forehead, and a beflowered cap, such as we now only see in pictures. She lived in a cottage with one room and a kitchen, on the ground floor. This room was her living room and our school room. Round her mahogany table were placed three little, low forms for her dozen or so pupils, mixed boys and girls from 4 to 7 years old. Our first duty every morning was to dust her room; our next was to try and sit still whilst she was teaching the others, one at a time, their alphabets, or some simple spelling. As sitting still is a great deal harder for a child than spelling, our life was a never ending round of three events. First the offender was sent out of the room to sit on her staircase, but as there was sure to be a second offender in a few minutes, that was only a shifting of the play-center. This brought out the ferrule, a wooden battledore, with which we were chastised, where I need not say; and the third was a shrill voiced iteration of the orthodox places being prepared for all wicked children. On this subject the old lady had a most vivid and sulphurous



Howard J. Rogers, First Deputy Commissioner of Public Instruction, State of New York, who was the Director of Educational Exhibits at Chicago, Paris, Buffalo, and the Louisiana Purchase Exposition, St. Louis.

imagination. It was really shocking. Our only real achievement there, whether boys or girls, was the acquisition of the capacity to handle a needle and cotton. In this art she must have been quite a genius, for I never had any subsequent instruction, and yet I am, for a man, quite handy with a needle at all kinds of stitches, including herring boning and button holing.

From Dame Lemon's I was shifted over to a school conducted on another system, kept by two highly proper maiden ladies, who had about 20 girl pupils in one room, and 10 boys in another. Their austere and quaker-like propriety of appearance was their only stock in trade, for teaching they had absolutely no qualifications, certainly I did learn a few longer words in spelling, and made the acquaintance, in time, of "Pinnock," a compilation of simple questions, with their answers, on a variety of topics, a few sentences of which had to be committed to memory on certain days each week. The weakness of their methods was in their frequent and continuous joint absences, about their domestic duties downstairs, where everything was spic and span. In these daily absences of frequent occurrence, for they thought more of their tidiness than of their pupils, there was a prohibited commingling of the two classes and an absence of decorum, bringing about a free use of their particular method of punishment, which was to sharply crump the head of every child with the thimbles they always had on their fingers, raising bumps in profusion, occasionally bumps really hurtful, when two or three sharp raps fell on the same place. All our lessons were oral, and when I left there, ten years old, I could just say I could read, but I had not begun to write.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE, \$1.00 a year, and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.35 a year. A large list of teachers' books and aids is published and all others kept in stock.

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The Professional and Financial Side.

Conducted by William McAndrew, New York City.

Teachers' Interest and the N. E. A.

Until the Boston meeting two weeks ago, the National Educational Association seemed averse to taking up salary questions and kindred subjects. To suggestions that this side of education is in need of improvement various gentlemen who had been actively connected with the management of the Association gave various answers a composite of which would be that the Association has never interfered in these matters, they are local affairs, they are not dignified; they are school board concerns. What's the use?

That is natural enough. The management of the N. E. A. is in the hands of men who are at the head of educational systems. To such men the public seems to be ever demanding economy in the public schools. Most superintendents, presidents, principals, and directors feel that it is a part of their duty to get the schools manned and womaned at an economical rate. This idea or some other thought prevented the leaders of the N. E. A. from looking with a kindly eye upon the proposition to take up so materialistic a question as the pay of the teachers.

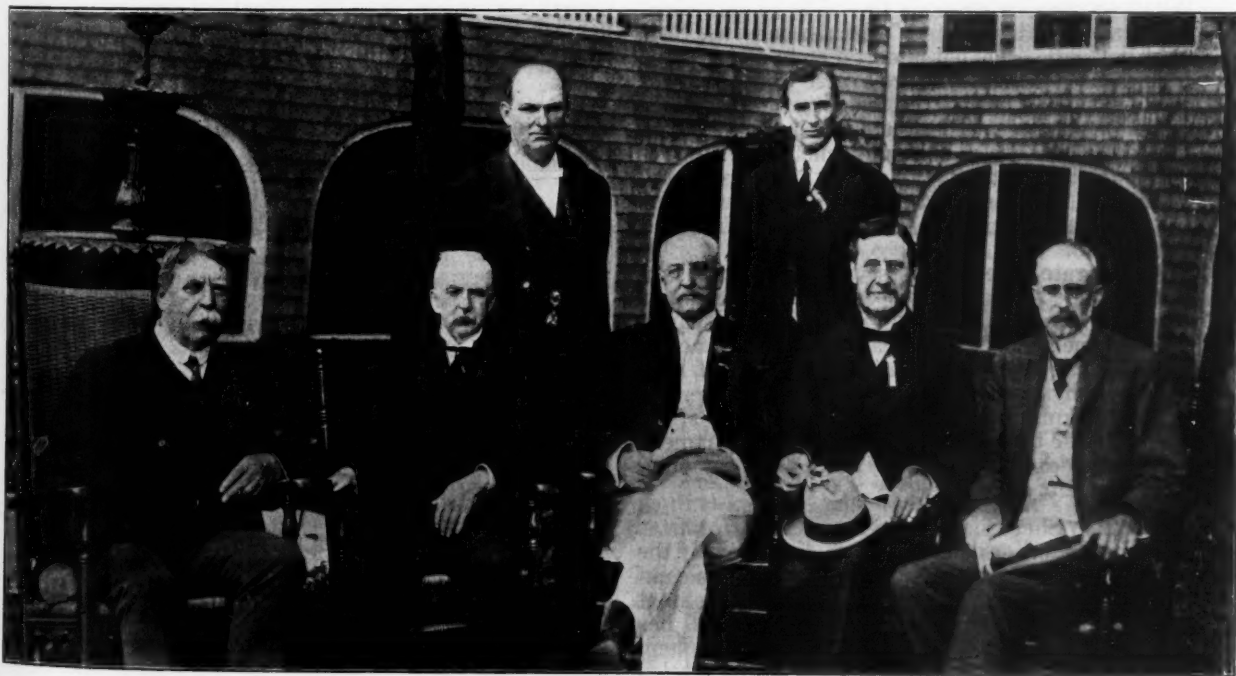
But President Harper was writing magazine articles on the low remuneration of teachers, so was President Schurman. President Butler was publishing similar discussions. President Eliot issued a book on the subject. Superintendent Maxwell had been an open advocate of well-paid teachers for fourteen years. It was only a question of time for the N. E. A.

At the Boston meeting the New York City delegation talked with the above named gentlemen and renewed the request made by some at the De-

troit convention, that the Association make a study of the financial condition of the teacher. Mr. Augustus Downing brought the request before the board of directors. Mr. N. C. Dougherty and the gentlemen already mentioned favored it. An appropriation was made and a committee appointed to study the whole question of teachers' wages, security of tenure, pension systems, etc. THE SCHOOL JOURNAL has spoken of this committee from time to time. It is a vast mass of statistical material patiently and methodically collected, presenting the exact economic conditions which surround the teaching profession to-day. A study of its pages must unspeakably distress every lover of his country and every one hopeful of the advancement of the nation thru education.

In avoiding the sensational, the emotional, and the sentimental, Col. Wright's committee has presented facts, it is true, but they are cold facts. They will do little good unless applied with the warmth of enthusiasm. The report is a good lever, but will of itself supply no force. It is academic, not reformatory. Three thousand copies of it will be printed and will lie in the storehouse at Winona, to be mailed by Secretary Shephard when asked for.

Among the New York city members of the Association, there is still as much of the active desire to assist the teachers of the country at large, as was evident at the Boston meeting. The same teachers who petitioned the N. E. A. to take up teachers' financial interests, now are petitioning the Association to continue to make a specialty of these things. At the first gathering of the New York city teachers at their headquarters at the Asbury Park meeting the need of continued atten-



Courtesy of the Popular Science Monthly.

Group of Some Leading Members of the National Educational Association.

From left to right, sitting: Supt. F. Louis Soldan, of St. Louis, member of board of trustees; Dr. Irwin Shepard, permanent secretary; Supt. W. H. Maxwell, of New York City, president 1904-5; Assistant Supt. Albert G. Lane, of Chicago, chairman of board of trustees; Prin. Green, State Normal School of New Jersey, chairman of committee on reception of President Roosevelt.

Standing: Pres. Charles D. McIver, State Normal and Industrial College, Greensboro, N. C., vice-president, 1904-5; Pres. James W. Crabtree, State Normal School at Peru, Neb., treasurer, 1904-5.

tion to wages thruout the country was declared to be evident. A petition to the executive committee of the N. E. A., asking it to create a permanent department concerned with the matters covered by Col. Wright's committee's report was drawn up. The requisite twenty active members were secured in ten minutes; in a few minutes more some other active members who happened to be conveniently near were enrolled, including Superintendent Dougherty, Cooley, and Ben Blewett, and in all, about eighty members from various parts of the country.

The petitioners want a department with an organization and officers, in order that salary, tenure, pension, and kindred matters may be continuously looked after and adequately presented at each convention. The circulation and use of the Wright committee's report is one of the immediate duties naturally falling to such a department. This report's value will decrease with its age. Representing conditions in 1904, it will be less reliable as a guide to conditions of 1905. The contention that these are local matters seems to the students of American education untenable. Education is fully as local in the theoretical aspects, which have been the staples of N. E. A. programs from the beginning, as it is in the economical conditions which are retarding the growth of the teacher, and therefore the progress of education itself. Well established, well paid, well prepared teachers we have always held to be a national consideration, and so vital that its neglect has brought education to a point described by President Eliot where the theoretical perfection of teaching is unapproachable by the teaching body.

The editor of the *Outlook* thinks that teachers ought to go about the improvement in their economic status in a patient and methodical way but regrets that in their zeal for immediate results some teachers have organized themselves into associations, which are practically trades unions, with a view to forcing actions favorable to their claims. Whatever may be wrong in the trade union principles if assumed by teachers' organizations, the New York delegation has not undertaken to discuss, but if there are teachers who are averse to the study of economic conditions of the teaching profession or trade, or whatever it is, for fear they may be led into some evil ways of trade unionism, the proposed department of the N. E. A. would be, because of the quiet and conservative influence of the general associations, a sure refuge from all temptation.

At any rate, the founders of the N. E. A. proposed as one of the objects of it: "The raising of teaching to a position of dignity equal to that of law and medicine." You can't do it in America on an average wage very much below that of lawyers and physicians. The N. E. A. in the interests of the "dignity of the profession" ought to study how to raise the pay. The proposed department is expected to study this very large and very practical question.

Secretary Shepard writes to THE SCHOOL JOURNAL that the New York petition was discussed by the directors and was referred to the executive committee of the N. E. A. to be discussed in the next regular meeting in October. The JOURNAL has been interested in this general question so long that it can not do otherwise than give expression to the hope and belief, that the N. E. A. will, by the establishment of a department as asked for, provide for the teachers of America an adequate forum for the best presentation of views and formation of plans concerned with the personal interests of teachers in so far as those interests affect teachers' professional efficiency.

Civic Rights of Teachers in Ireland.

The teachers of Ireland are enjoined from taking part in civil affairs. They are allowed to have their own political views, but are required to abstain from controversy. In other words, they may think—magnanimous concession—but they must not indulge in an expression of thought, on political questions!

A recent congress claimed for the teachers the ordinary rights of citizenship. In speaking editorially upon the subject, *The National Teacher*, an Irish educational journal, said in part:

That such a resolution should have been necessary at the beginning of the twentieth century shows how far the National teachers of this country have yet to travel before attaining that social status which the teachers of every enlightened country has accorded to them. The proverb which says "As is the Schoolmaster, so will be the School" has a wider application, and it may be safely asserted, that as is the Schoolmaster, so will be the Nation. If the teacher is cribbed, cabined, and confined by arbitrary regulations, imposing on him civic disabilities from which the humblest in the land are exempt, then the result will be that the teachers cannot develop a proper type of manhood under such servile conditions of tenure. All educationists recognize that one of the most important functions of the teacher consists in forming the character of his pupils, and that in the long run nothing influences character like character. Hence it follows that if the teacher is hampered and his independence of character sapped by penal restrictions, debarring him from taking part in the national life of the country, his influence for good in the school-room is seriously impaired; and this is bound to react injuriously on the social life of the community.

Both Houses of the North Dakota legislature have passed a provision granting a minimum salary of \$45 a month to teachers holding second grade certificates. The measure met with bitter opposition in the House of Representatives. The governor's signature is all that is necessary to make the act a law.

The average monthly salary paid to teachers in Missouri is \$43.50. The men receive \$46, and the women a little less than \$42. The total amount expended annually for salaries in this state has increased 33½ per cent. during the last ten years.

Attendance in German Universities.

Compiled by L. R. Klemm, U. S. Bureau of Education.

Universities.	No. of Students.	No. of Professors.	No. of Foreign Students.
Berlin	14,007	410	1,154
Bonn	2,773	179	71
Breslau	2,096	187	56
Erlangen	971	72	18
Freiburg	1,626	140	116
Giessen	1,167	91	48
Gottingen	1,697	140	117
Greifswald	766	99	28
Halle	2,080	165	173
Heidelberg	1,551	148	160
Jena	1,037	105	80
Kiel	805	122	11
Konigsberg	1,099	144	71
Leipzig	4,630	218	443
Marburg	1,347	102	53
Munich	5,054	228	291
Munster	1,308	93	12
Rostock	592	64	16
Strassburg	1,714	160	89
Tubingen	1,470	102	40
Wurzburg	1,326	96	50
	49,116	3,065	3,097*

* To the number of foreign students should be added about three thousand foreigners who are not matriculated, but are counted in the total number of students.

Dr. Meleney's Visits to Disciplinary Institutions.

Boston Parental School and Lyman School for Boys.

Reports by ASSOCIATE SUPT. C. E. MELENEY, of New York City.

The Boston Parental School is organized on the Cottage System. The cottages accommodate from thirty to forty boys. The old cottages each have forty individual rooms. The new cottages each have a dormitory for thirty boys. The latter plan is considered preferable.

The buildings cost from thirty thousand to forty thousand dollars. The new ones are of brick, two stories high.

Second floor.—Dormitory containing thirty beds; locker room; shower baths; matron's quarters.

First floor.—Dining room; reading and game room; parlor; master's room; kitchen and pantry.

Each cottage has its own cooking plant. The family life in all of its features is maintained, in which the boys aid in all housekeeping duties, including cooking, cleaning, mending clothes.

The cost of maintaining the integrity of each cottage in food and clothing and help is greater than by a system of central cooking plant.

In Boston all the food has to be bought including milk, butter, vegetables, except the bread which is baked in a central bakery. All the washing and laundry work is done in a central laundry, equipped with all modern appliances. Work is done here for other institutions.

The hospital is a perfect institution of its kind, but few pupils need to be cared for. Contagious cases are removed to another hospital in the city. Much attention is given to dentistry. A regular dentist visits the school and attends to all work requiring his services, including extractions, filling, and cleaning. Every boy is required to give careful attention to his teeth.

The school classes are taught in temporary wooden buildings, one story high. The sloyd or wood work and venetian iron work is taught in rooms in the basement of the cottages.

The administration of the institution seems to be well conducted. Appointments of employees are made by the board of trustees on the recommendation of the principal. Each cottage is in charge of a master and matron, in several instances man and wife. This is desirable when possible. There is also a cook for each cottage. During the summer considerable gardening is carried on by the boys under the instruction of experienced gardeners. This is part of the instruction of the boys. Considerable work in grading and draining is done. I noticed that all the buildings were well painted. This work is done by the men aided by the boys. All the repairs are also done by the employees and the boys. Gymnastics is a feature of the school training.

I made a careful examination of the diet of the boys. In this respect I consider the boys better fed than the boys in the New York city truant schools.

The Lyman School for Boys at Westboro.

This is a state institution for truants and juvenile offenders. The Lyman school is one of the best of its kind. It was formerly the State Reform School for Boys on the old institution plan. About fifteen years ago it was entirely reorganized, by the destruction of old buildings and the erection of new ones on the cottage plan. It occupies one hundred and seventy acres in the outskirts of Westboro, on very high land owned by the state, and about one hundred acres of pasture land ad-

joining, which is leased. There is also an annex in the town of Berlin where the smaller boys are held during their term of commitment. There are five large cottages, a hospital, a school building, a manual training shop connected with the power house, a bakery, laundry, central kitchen, and supply house. The hospital was built entirely by the boys under the direction of the carpenter. The wood work, including doors and windows of the school, were made by the boys. The school building has a large gymnasium and running track under the assembly hall which occupies a wing. The class rooms are large and light. There are drawing rooms and shops. The building is heated and ventilated by its own plant. The cottages contain large dormitories for thirty boys each, dining room, sitting rooms, bath rooms, etc., similar to the Boston plan. Each cottage has a kitchen with range and hot water boiler, but the food is cooked in a central kitchen and conveyed in wagons to the several cottages.

A central heating plant supplies heat and hot water by underground conduits, but there is much trouble because the pipes are inaccessible. The experiment at Westboro is convincing that the conduits should be tunnels where the pipes are accessible at all times.

In addition to the school training and the carpentry, much attention is given to agriculture and horticulture. The institution produces all the vegetables, fruit, milk, and butter needed and sends some to market. The farm is well supplied with live stock, about ninety hogs, thirty-five head of cattle, horses, a few sheep, and a great many hens and other fowls. The cultivation of the farm necessitates a large number of animals and considerable profit results from the labor of the employees and the boys. The farm work is considered of the greatest benefit to the boys, as healthful exercise and as a disciplinary training. Each boy has a plot of ground which he may cultivate in his own way and make as much out of it as possible.

There are over forty people employed and at present three hundred and forty boys. The institution spends about eighty-one thousand dollars per year, about half for salaries, the balance for building and repairs, and the food supply which is a small item on account of the products from farm work. The average cost per pupil is two hundred and forty dollars per annum. This is somewhat less than the cost at the Boston Parental School.

Some Conclusions Drawn from a Study of These Two Institutions.

1. Double cottages are necessary, built of brick, two and a half stories high, to accommodate thirty boys in each unit, equipped with single beds, shower bath, locker room, master and matron's rooms, reading and game room, dining room, pantry, kitchen, and store rooms. A kitchen with small range and boiler is desirable.

2. The school building should be large and well heated and ventilated, containing rooms for shop work, gymnasium, and assembly hall.

3. The central heating plant should be capable of supplying heat, hot water, and electricity to all the buildings thru tunnels or subways in which the pipes are accessible.

4. Food should be prepared in a central kitchen and bakery and conveyed thru the subway in trams. In the cottage kitchens some articles could be cooked on occasion. All testimony approved this plan.

5. Systematic training in gymnastics and games

is essential, supplemented by military drill. This gives spirit and affords interesting activity, always stimulating to healthful training of growing boys. In Boston and in Westboro there is no opportunity for instruction in swimming. In both places there is felt the need of a good swimming tank to be used thruout the year.

6. A farm of one hundred acres should be cultivated with profit and made to yield vegetables and fruit sufficient to supply the institution. It should also support horses, cows, other animals and poultry, for work and for animal products. The boys should do some of the farm labor under the direction of competent farmers and gardeners. They should also have individual gardens. The farm work is healthful and invigorating, as well as a disciplinary occupation.

7. Farm buildings for the animals and for storage of products are necessary.

8. Industrial training in the elements of common trades must form a part of the instruction. For this work class rooms may be used or shops equipped in a central building.

9. A good playground is a necessity, where games may be played under the direction of instructors.

10. The all-essential requirement for an insti-

tution is a competent and experienced corps of instructors and help, male and female; a superintendent well educated and experienced in school management and instruction, who is sympathetic and has good judgment and executive ability. He should also be competent to direct farm labor and other industrial activities. Competent masters and matrons, a man and wife if possible, should be in charge of the several households. Skilled teachers in the common branches and in the elements of industrial training are essential. The course of study should provide for the intellectual and moral training. The social and spiritual interests of the pupils should receive considerate attention.

11. The institution should be conducted on the most economical plan, affording the comfort of the inmates, proper feeding by means of a very simple but substantial diet, based upon the essential elements of food, and insuring cleanliness, rest, recreation, and labor. The health of the inmates should be carefully nurtured by frequent medical inspection and attendance. Dentistry should be practiced regularly. Wages of employees should be moderate but sufficient to maintain the force regularly and efficiently so as to secure responsiveness and cordial co-operation.

Ashfield Children's Exhibit and Prize Day.

By Charles Eliot Norton.

This paper by Mr. Norton is one of a series of short articles bearing upon different phases of local improvement work prepared for the Massachusetts Civic League, with the object of being of use to village improvement societies and similar organizations.

The question of how to fill in the gap left in the child's life by the disappearance of the old home industries which furnished so vital a part of his education is a problem of the country as well as of the city. This article tells how the problem has been met in one country town.

The League does not present this Ashfield plan as a complete solution of the problem but as a most interesting and apparently successful experiment towards such solution. Some criticisms of the plan are made, the most frequent being that the number of subjects in which prizes are given is too large, one very competent critic suggesting that a few typical subjects, say six or eight, representing different classes of interests, might be undertaken each year and varied from year to year. This authority makes such suggestions of possible subjects as a fruit tree planted, a landscape sketch, a working drawing of a wheel barrow, a humorous photograph, a water-wheel made with knife or tools, a loaf of bread, a ball of butter, a towel hemmed. Professor Hodge's book "Nature Study and Life" is a suggestive one to read in this connection.

On the other hand, the arousing of the interest of parents in their children's pursuits is an advantage of this Ashfield plan not possessed in an equal degree by the vacation school.

Ashfield Children's Exhibit and Prize Day.

The town of Ashfield lies high among the pleasant hills of Franklin county, in the western part of Massachusetts. Its people are mainly old New England stock, and most of them are engaged in farming. Its chief village is about ten miles from the passenger and postal railroad station. In most respects its conditions are similar to those of many other towns in the neighboring region. It has no residents of much wealth; it has few poor. At the beginning of the last century, the town had a population of some over two thousand people,—nearly double that which it has at present. It was an independent, self-sufficient community. A large number of industries, or trades, were carried on in it. Its social life was well organized. It raised its own food; it raised flax and wool enough to provide itself with clothing and other needed articles of linen or wool; it tanned its own leather, and made its shoes and its harness. If it had made provision of a small stock of iron, tin, and

paper, it might have been cut off from the rest of the world and maintained its independent existence without feeling any great risk as to the sufficiency and permanence of its resources for the support of a civilized and well-to-do community. Not only was the town nearly an independent industrial community, but each home was to a great extent industrially independent also, manufacturing its own clothing and utensils as well as raising its own food. In the home industries which created this independence the children had a real and necessary share, and from them they received a very vital part of their education. (See the very interesting article on "Boy Life in a Massachusetts Country Town Thirty Years Ago," by G. Stanley Hall, in the proceedings of the American Antiquarian Society for October, 1890.)

The conditions to-day are widely different. The changes of a century have turned Ashfield from an independent community with an abundance of resources and variety of industries into a community absolutely dependent upon the world outside for a large proportion of the necessities of life and the greater part of its comforts. It retains few of its old industries and trades,—probably not a fifth of what it formerly possessed; no flax is raised within its borders; the flocks of sheep are comparatively few; there is no spinning or weaving in the homes; there is no tannery, and no considerable manufacture of any sort. To-day, if Ashfield were cut off from the outer world, its people would soon begin to suffer from lack of food and clothing; they would soon be barefoot; they would shortly have neither horses nor oxen enough to do the required work, and carts and carriages of all sorts would soon be worn out without possibility of repair; the civilization of the town would decline, and in the course of a comparatively few years but few of its people would remain alive.

Notwithstanding this loss of independence as regards the necessities and comforts of life, the people of the town were probably never, on the whole, better off in essential respects than to-day,

for they now have at command all the resources of the outer world, both material and intellectual. They are for the most part intelligent, and in what may be properly called comfortable circumstances. Hardly any suffer from extreme poverty. One of the poorest, an old man living with his old wife in a sparsely settled district of the town, being asked a few years since how the winter had gone with them, replied cheerfully, "Oh, well enough, a day at a time, with peace, poverty, and plenty to eat."

But in spite of the general ease of life and enlarged relations with the world, Ashfield is in some respects hardly so good a place for the bringing up of children as it used to be. The schools are, indeed, as good as of old, and the academy, or high school, is of unusual excellence for one in so small a town, and carries its scholars up to the college gates. The town library is also excellent, and well administered, and much used by the young people as well as by the old; the boys and girls enjoy the usual sports, both in summer and winter; but the life of the town lacks that varied activity which is fitted to afford interest to children, and to stimulate their intelligence. The winters are long and severe, and would be dull, but that the local Grange and one or two clubs provide occasional entertainments which break the monotony of the cold months. Some years ago, in riding up from Shelburne Falls on the stage, as we climbed the long hill before reaching Ashfield, I asked the driver how the town had got thru the winter. "Oh," was his reply, "We've got thru it much as usual, but Ashfield is a dreadful dull and docile place." Above all, the education which the old home industries afforded—the actually taking part in the real work of life, helping to do things that had obviously got to be done—a vital sort of education that had much to do with the sturdy and effective character of our country population in the old days, has largely disappeared. It is a kind of education which is extremely difficult to replace.

In view of this lack, a plan was devised some years ago to widen the range of interest and occupations for the children by offering small prizes for work of various description. A circular with a long list of different objects for which prizes would be awarded was distributed thruout the town. The result of the experiment was on the whole so satisfactory that the scheme has been continued. The Children's Exhibit and Prize Day has now passed the experimental stage, and is apparently established as a permanent institution of the town. Its scope and the manner of its operation may be gathered from the circular for the current year (1904-1905) appended to this statement.

The fifty dollars for prizes is secured during the winter by one or more entertainments given by the committee in charge of Prize Day, or by the Grange. The money for the special prizes is contributed by various friends. The exhibits have rarely, if ever, fallen below one hundred. The majority of them, as might be expected, are of slight worth, and bear no evidence of continuous effort. Most of them, indeed, as might also naturally be expected, indicate that the interest of the children is intermittent and often only felt as the Prize Day draws near; but in each year there has been a considerable number of exhibits manifesting persistent and intelligent industry, good handiwork, and careful observation, and of these the number seems to be increasing. A tendency among the girls is noticeable to prefer fancy work to plain work useful for the household. The girls are for the most part poorly, or not at all, instructed at home in plain needlework, and during this last summer a sewing-class for instruction in

the simplest and most useful branches of the art was carried on with success, and it is hoped that good results of this class will be apparent on the next Prize Day.

From year to year the interest of the townspeople has increased in the exhibits, and there is now hardly a pleasanter festival day than Labor Day, on which the prizes are distributed. The town hall is well filled with the children and grown people, and the exhibits form not only an interesting, but a very pretty display.

The committee that is in charge of the day and of the distribution of prizes is confident that the good accomplished by the design is increasing from year to year. At any rate, enough good seems to be accomplished to make it, perhaps, worth while that other towns, with similar needs as regards the children as those which are experienced at Ashfield, should make an experiment of the same sort.

ASHFIELD CHILDREN'S EXHIBIT AND PRIZE DAY.

On Labor Day 1905, as on the same day during the past eight years, the undersigned committee will distribute prizes, to an amount in the aggregate of not less than fifty dollars, to the children of the town of Ashfield, or resident for the time in Ashfield, under eighteen years of age, for the best evidences of their industry, ingenuity, and special intelligence or capacity as exhibited in any of the following classes:

1. *Plain needlework and darning.*
 - a. A prize will be awarded for the best dishcloth with plain hem and three initials in cross-stitch, by a child under 12 years of age.
 - b. for the best apron or undergarment with hem-stitched hem at the bottom, by a child under 14 years.
 - c. for the best shirt waist or skirt, by a child under 18 years.
2. Embroidery and fancy work.
3. Knitting and crocheting.
4. *Plain washing and ironing.*
5. Vegetables raised from seed or bulb.
6. Flowers raised from seed or bulb.
7. The best arranged bouquet of garden or wild flowers. (In classes 5 and 6 attention will be given both to the variety and the quality of the product.)
8. Collections.
 - a. of pressed wild flowers.
 - b. of pressed leaves of forest trees native to Ashfield.
 - c. of woods of forest trees, of sections not less than two inches in diameter.
 - d. of grasses.
 - e. of ferns.
 - f. of fungi.
 - g. of seeds of native plants.
 - h. of insects found in Ashfield.
 - i. of minerals found in Ashfield.
 - j. of relics or other curiosities.

(In judging these collections, not only the number of the specimens but the neatness of their arrangement will be regarded. The specimens must all be named.)

9. Gardens, with wild flowers in cultivation. (If informed one week before Labor Day, one of the committee will visit the garden and report on it at the distribution of the prizes.)
10. List of plants observed during the year on any single half acre.
11. List of forest trees native to Ashfield, with a statement of the special locality of the town where rare or remarkably fine trees are to be found, with measurements of the largest trees, and with account of the uses to which the different kinds are put.
12. List of wild flowering plants, with the dates of their coming into flower.
13. List of birds seen in Ashfield, with dates of arrival and notes of their habits.
14. Wild animal (squirrel, woodchuck or any other) tamed.
15. Chickens, rabbits or any other tame animals.
16. Drawings, models.
17. Work with jackknife or other tools.
18. Miscellaneous; any work showing ingenuity, such as basket-making, frame-making, etc., etc., or any thing not specially enumerated in this list which may seem deserving of a prize.

The committee hopes that some collections may be made in common by the children of a school, with the aid of the teacher. In case any such collection is offered of sufficient

* The classes printed in Italics are those to which the committee desires to call particular attention.

merit, a special prize will be given to the school, for such use as the teacher may deem best. No part of a school exhibit can be offered for an individual prize.

In addition to the prizes, amounting in all to not less than \$50, which will be awarded for entries in the above named classes, the following special prizes are offered:—

For the best loaf of bread or pan of raised biscuits made by a girl not younger than ten years, One dollar; and for the second best, Seventy-five cents.

For the best and second best cake made under the same condition, two similar prizes.

For the best record of the life of Ashfield during the year, from Sept. 1. 1904 to Sept. 1. 1905, a prize of Three dollars.

For a daily record of the weather, with not less than two daily records of the thermometer observed every day at the same hour, from Jan. 1, 1905 to Sept. 1, 1905, a prize of Two dollars.

For the best essay on any local subject, a prize of Three dollars. The essay to be of not less than two thousand words.

For the best practical suggestion for the improvement of the town, or of Children's Exhibit and Prize Day, a prize of Three dollars.

For photographs of wild animals including birds, prizes of two dollars each for:

- a. The largest number of photographs.
- b. The collection showing the largest number of species.
- c. The collection showing the most enterprise, observation, and skill.

Also for photographs of landscape or buildings in Ashfield, a prize of two dollars. Photographs to be unmounted, but to be attached to loose numbered sheets of paper by inserting each corner in a cross slit.

Any photograph or collection of photographs to which a prize may be awarded is to be at the disposal of the committee for preservation, preferably for framing and hanging in a school-house.

For collections of different kinds of weeds found within the limits of the town, three prizes of \$3., \$2., \$1.

- a. Each specimen must be described by copying from the list of weeds in the Yearbook of the Department of Agriculture for 1895, pp. 596-610, to be found in the Ashfield Library, except that in the second column the place "where found" shall be substituted for "where injurious."

The committee reserves the right to make no award of any one of these special prizes, in case what may be offered seems not to deserve a prize.

The committee will be assisted by appropriate sub-committees in the awarding of the prizes.

Prizes of fifty cents or more will be awarded only to work or exhibit of superior quality. Awards of smaller sums will be made in approval of effort and for the sake of encouragement.

No prize will be given for work done in any other than the current year.

Parents must be careful not to render such aid as to diminish the efforts of the child, or to deprive the work of its honest character as that of the child.

The exhibition of the articles handed in will be at the Town Hall at 2 o'clock p. m. on Labor Day. All articles intended for exhibition must be brought in between 10 and 12 o'clock on that day. The exhibits are not to bear the name of the exhibitor; they will be numbered by the committee as they are received, and if two or more articles are offered by a child, they will each be designated by the same number. The prizes will be announced at 4 o'clock.

The committee relies on the hearty co-operation of the parents in this work for the children, and will welcome gratefully their aid and their suggestions toward making it serviceable in providing the children with interests and useful occupations, in stimulating their various capacities, in quickening their perceptions, and in increasing their knowledge of their native town, and their affection for it.

Signed by the Committee.

Schools as Social Centers.

Newark Falling in Line.

[Extract from Annual Report of Supt. A. B. Poland.]

The large sum of money expended by the city for its school grounds and buildings, coupled with the fact that the city is getting no adequate return for this investment except for about 190 days in the year, and in most instances for only five or six hours in the day, has led to the inquiry whether these public assets cannot be so used as to produce a larger dividend. Evening schools are maintained, it is true, thereby making use of the buildings and equipment for a few additional hours daily during a fraction of the year. So also summer schools

and playgrounds have added a little to the income from the school investment. The use of school buildings, for parents' associations has in a few instances extended still further the usefulness of school plants. Are there not other avenues of use to which many, if not all, of our school buildings may be put? This question has been raised recently in a great many cities and experimental efforts toward a solution have been made in not a few.

The new uses to which school buildings may be put are the following:

1. For public lectures during a part of each year. The popularity and success of our free lecture courses in the few localities where given, show the desirableness of doing more work of this kind. Hence the necessity of providing each new school building with a suitable auditorium.

2. For local libraries. The experience of the Newark Free Public Library has proved the necessity for local distributing points in order to secure a large circulation thruout all parts of the city. Each school building should have at least one room well stocked with good reading matter for the use of those who reside in the neighborhood.

3. For local reading rooms. In order to make a public reading room effective as a means for general information and culture it must be, every other consideration aside, convenient to those who are expected to use it. In most, if not in all, school buildings, a room should be set apart for this purpose.

4. For a local gymnasium. No better provision could be made for the proper training of our children and youth than to fit up for their use and enjoyment, convenient places for physical training. The extraordinary development thruout the country of public and private gymnasiums accessible to those who can afford to pay a small fee for their use, shows the nature and extent of this demand. The Y. M. C. A. organizations have found that the maintenance of good gymnasiums is almost a *sine qua non* for their prosperity. The common desire for a stronger and healthier body is used as a means to induce boys and young men to enter upon a higher moral and spiritual life. This suggests to every community the best way to train its youth into habits of industry, sobriety, and right living.

5. For social and literary clubs. Soon after the erection of the Free Public Library its trustees conceived the idea of opening up its excellent facilities to the use of public and private organizations which had for their aim educational, literary or civic improvement. As a result, not less than twenty different organizations have met for conference at stated times in the rooms of the Free Public Library during the present year. Since, however, we have but one public library and since this building is not convenient of access to the majority of the residents of the city, it is evident that the local school buildings might be used as meeting places. This would satisfy a real demand on the part of the public.

6. For purely social purposes. It has been found practicable to use school buildings and grounds in the summer time for amusement places for the younger children. This use could be extended by opening a single room, or more if need be, for two or three evenings each week during a part of the year, for quiet games and for other social purposes. Incidentally, such a coming together of the people, old and young, of a given locality, would serve a much larger purpose than that of mere amusement. It would bring into a more intelligent and sympathetic union those who in the performance of their civic duties are

often required to act in close co-operation. I need not enlarge upon the many benefits that must naturally flow from concentrating and unifying the thought, purpose, and sentiments of a local school community.

I have only partially exhausted in the foregoing the many useful ends that could be secured by opening up our school buildings for additional public use. There was a time when our churches were used chiefly, if not altogether, for the purpose of Sunday religious observances. Gradually it has been found desirable, not to say necessary, to use the church edifice for week day meetings of a social kind. Even the gymnasium has been found a valuable adjunct to the church.

In like manner the public school building has been heretofore considered to be appropriate for a single purpose only, namely, for assembling daily the children of a district for instruction. The church idea has seemed to dominate—a feeling that somehow it is sacrilegious to devote a school building to any other than its one original purpose of instruction. Conditions that have led the church authorities in many instances to be more liberal in their views should operate even more forcibly to cause the school authorities to extend the sphere of their influence by opening up their numerous school plants to satisfy legitimate public demands.

Many who are willing enough to admit the desirableness of extending the influence of the school in the manner that has been indicated still

object on the ground of expense. This objection might be serious if the expenses were to be great. But for most, if not for all, the uses above outlined, the expense would be slight. It would consist mainly in heating, lighting, and janitor service—an expense that the public would gladly bear if the benefits to be derived were being enjoyed by them. Might it not be worth while to make the experiment of opening one, or perhaps two or three buildings for some of the foregoing uses?

It may be asked whether the step proposed is not too radical and unheard of to be considered. I may say in reply, no; all the different uses recommended above have been tried successfully in several cities including, among others, New York, Chicago, and Boston. In each instance the result of the trial has been favorable. Each of the cities mentioned has gone beyond anything I have stated above by providing facilities for bathing, swimming, etc.

Indeed, we are only just beginning to realize the possibilities of free popular education. Starting with the proposition, which is now generally accepted, that it is the duty of the state for its own protection, as well as for its prosperity, to educate its citizenship to the highest possible efficiency, the question of education becomes one of "limit" and not of "right." Granting, for instance, that it is the duty of the state to educate at all, the question of How much? or How far? is a local question for each community to decide for itself according to its means.

Qualification and Certification of Teachers in the Various States.

Digest of School Laws.

It is the purpose of the following resume to call attention, in as brief a manner as possible, to the portions of the various laws that deal especially with qualifications of teachers and the certificates required by the various states. For convenience the states have been grouped into Eastern, Southern, Central, and Western.

EASTERN STATES.

Connecticut has no state superintendent of schools, but instead a secretary of the state board of education whose duties correspond to that of state superintendent, in that he demands due observance of the school laws, and secures teachers for the schools. In addition to this official, there are school visitors of towns, acting school visitors; district committees, town school committees, town high school committees, and truant officers. The teachers are required to have certificates, and some provision has been made for the support of normal schools for the training of teachers.

In Maine, the state superintendent is appointed by the governor for a term of three years. Among the duties prescribed for the teachers, the following are enumerated. They are interesting from the fact that no other state takes the pains to touch in actual words, upon similar ones:

All teachers in public and private institutions are to use their best endeavors to impress upon the minds of children and youth the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and all other virtues which ornament human society, and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty, and promote their future happiness, and the tendency of the opposite vices to slavery, degradation, and ruin. Not less than ten minutes of each week must be devoted to teaching the principles of kindness to birds and animals.

Massachusetts has no state superintendent. The official who stands at the head of the schools of the

state is the secretary of the state board of education. He receives a salary of \$4,000 a year, with \$500 for traveling expenses. Examinations for teachers are held by the state board of education. These are supposed to test the professional as well as the scholastic abilities of the applicants.

In New Hampshire, the state superintendent receives his appointment from the governor for a term of two years. The certificates issued to teachers by the school boards are good for not more than one year. The state superintendent may issue certificates which are honored by the school boards in lieu of personal examination.

The state superintendent of New Jersey is also appointed by the governor. His term covers five years, his salary being \$5,000 per year. The salaries of the teachers in this state are arranged according to their experience and success. The amounts vary from \$408 for teachers with less than two years' experience, to \$3,000 for principals of high schools with five years' experience or over. No particular qualifications are given as necessary for teaching in New Jersey. It is understood that teachers must have the required educational qualifications and certificates.

The laws of New York are in a state of transition. Mr. Edwin M. Holbrook, counsel to the department of education, says that it is probable that the legislature of 1905 will adopt a revision of all laws relating to schools, as well as to the universities.

By an act passed April 1, 1904, the office of superintendent of public instruction and the office of the secretary of the board of regents were abolished, and the duties of both positions were placed in the hands of a commissioner of education. This officer is elected by the legislature at a salary of \$7,500 per year, with \$1,500 for traveling and other expenses. The term of office is six years.

Teachers must secure diplomas from the state normal school or certificates of qualification from the commissioner of education, or school commissioner, within whose district he is employed.

The state superintendent of Pennsylvania is appointed by the governor for a term of four years. The county superintendents are selected by the school directors, for three years, with salaries of not less than \$1,000 or more than \$2,000. The minimum salary of teachers is \$35 per month. Every teacher must pass the required examinations, and present a certificate.

In Rhode Island, the state board elects annually a commissioner of public schools, who has general supervision of the schools of the state. No teacher may be employed who cannot produce a certificate issued by, or under the authority of, the state board.

In Vermont, the state superintendent receives his appointment at the hands of the general assembly at each biennial session. His salary is \$2,000, with \$600 for traveling expenses, and a clerical assistant at \$200 per year. Teachers who secure a certificate of graduation from the lower course of a normal school in the state are allowed to teach for five years. A certificate from the higher

course of the same school allows the holder to teach for ten years. After a graduate of the lower course has taught for one hundred weeks she is eligible for an examination in the studies of the higher course. A holder of a first grade certificate who has taught for two hundred weeks may be granted a certificate without examination to teach indefinitely in the public schools.

Graduates of normal schools in several states are entitled to a first grade certificate without examination. The same is true of graduates of colleges approved by the state superintendent.

In some cases certificates of three grades are granted. The first is given only to applicants who have taught for forty weeks successfully, and have passed the required examination. This certificate is good for five years. The second grade requires twelve weeks of teaching with examination, and is good for two years. The third grade is good for not more than one year.

The highest salary for state superintendent in the eastern group of states is \$7,500 in New York. For teachers it is \$3,000, in New Jersey. The lowest salary for teachers is \$20 per month, in Pennsylvania.

(To be continued.)

English Language and Literature for High Schools.

Syllabus Issued by the New York State Education Department, Dr. Edward J. Goodwin, Second Assistant Commissioner

The syllabus that follows is of necessity general, since it is designed for schools working under widely different conditions. It is suggested, therefore, that each school work out for itself a more detailed syllabus based upon this and supplementing it in various places. The books for reading and study are for the class entering the high school in September, 1905, and for succeeding classes.

The elements of the course of study in English are literature, composition and rhetoric and grammar.

LITERATURE.—(a) The books prescribed are selected from those specified in the uniform requirements recommended by a conference composed of delegates from the four associations of colleges and preparatory schools in New England, the Middle states, the North Central states, and the South. It is expected, however, that each school will add to this list as many books as can be read to advantage in the time devoted to English. The degree of intensity with which any of these shall be studied, and the assignment of them for class work or for home reading are left to the option of each school. It should be remembered that a few books well read have much greater educational value than many books read superficially, and yet that a work studied too long or too minutely dulls the student's interest and thereby impairs his power to prosecute the study of literature with pleasure and profit.

(b) In order to encourage the habit of reading good books, carefully selected lists should be prepared to guide students in supplementary reading. These should illustrate some principle of selection. They should be chosen, for example, because of their direct appeal to the interests of the student; or because of their relation to some literary type or period; or because of their value in connection with some special phase of work in composition. The teacher should assist the student in the selection of books, and should require written reports and conduct class discussions on books read out of school.

(c) In the reading and study of books the stu-

dent not only should gain an adequate knowledge of the selected texts but also should give due consideration to the literary epochs and types represented by these texts and should memorize choice selections of prose and poetry.

COMPOSITION AND RHETORIC.—Certain kinds of composition are definitely prescribed for the several terms, but this should not be interpreted to mean that only one form should be practiced during a term. On the contrary, the work of every term should include practice in the forms studied in previous terms. To secure variety, students may be called upon to write stories, anecdotes, abstracts, character sketches, descriptions of persons and places, news items, editorials, imaginative themes suggested by the literature. Altho most of the compositions required may properly be short, at least one each term should be long enough to demand some sustained effort. When completed it should represent the student's best possible work in writing English. To this end care should be taken that the subject chosen be one that is within the grasp and experience of the student, or one that may easily be made the subject of investigation. A discriminating study of models is advantageous if not carried to an extreme. The preparation of outlines before compositions are written is helpful in securing unity, coherence, and proportion. Students should be trained to correct their own mistakes.

A knowledge of rhetoric is of value only as it is related to the study of literature and composition. Hence, familiarity with the elements and terminology of rhetoric should be developed gradually from a material found in literature and put into use in the compositions of the students. Moreover, students should have acquaintance with the main characteristics of the more important literary types, such as the epic, lyric, essay, novel, and drama. Adequate attention should be given to versification in the study of poetry and to figures of speech as they occur in the literature read.

ORAL EXPRESSION.—In connection with all work in English, particularly in the first year, attention should be paid to the development of clearness in

oral expression. Students should not only be helped in every way to overcome common errors in speech, but should also be trained to express themselves clearly and forcibly in sustained discourse. In this work constant attention should be given to distinctness of utterance, to pronunciation, inflection, and phrasing.

GRAMMAR.—The study of grammar has been distributed thruout the various half years on the principle that the work will be done better and more easily if it is kept constantly in the minds of the students. As students pass from the first year to the second and from the second to the third, more and more should be expected of them in the way of accurate and logical thinking. The study of the functions of the various elements of the sentence should help them better to understand thought and to express it. On the other hand, training in thinking and in expressing thought should help them to understand the various grammatical relations. The study of grammar is subordinate to the study of literature and composition. The degree of intensity with which it shall be pursued must be left to the option of each school; but it is not expected that any school will deal with difficult idioms or grammatical puzzles.

Before they leave the high school, however, students should be able to explain the common grammatical relations of the sentence as they are found in the prose and verse of standard literature. Analysis and parsing when used in connection with the study of literature should be employed only for the purpose of elucidating difficult constructions or involved sentences. Baser material will serve the purpose of practice exercises.

SPELLING AND PUNCTUATION.—Thruout the course instruction is to be given in spelling and punctuation, as the need may arise. The range of instruction in spelling should include proper names occurring in the literature read, words misspelled in compositions, and in general, all words in the student's vocabulary. During the earlier part of the course only a few of the more important principles of punctuation should be reviewed; but before the close of the fourth year, every student should have received such instruction as will enable him to punctuate fully and accurately.

ADDITIONAL SUGGESTIONS.—(a) Thruout the course students should be taught incidentally how to use dictionaries, encyclopedias, and general works of reference.

(b) Students should acquire a general knowledge of the history of the English language.

(c) There should be close correlation between work in English and other branches of school activity. In part this may be accomplished by selecting as the subject-matter of composition, information acquired by students in other departments.

(d) Teachers should encourage a systematic use of the library to aid in the study of literature and to give to students experience in collecting data, in judging of the relative importance of historical and biographical facts, and in using matter thus obtained in oral and written compositions.

First Year.

FIRST HALF

LITERATURE.—The general purpose of teaching literature in the first year is to arouse an interest in reading, to teach how to read and to develop, thru reading, the power to form vivid mental pictures. To this end books should be selected, first of all, for their wholesome interest to boys and girls. They should be chosen, also with a view to multiply the student's interest and thus to prepare him to read other books to advantage. Some,

for example, may treat of chivalry, some of romance, others of history, and still others of the classic myths and medieval legends.

Required for reading. One from each of the following groups:

- I Coleridge. *The Ancient Mariner.*
Macaulay. *Lays of Ancient Rome.*
Lowell. *The Vision of Sir Launfal.*
- II Scott. *Ivanhoe.*
Dickens. *A Tale of Two Cities.*
Gaskell. *Cranford.*

Suggested. Narratives in both prose and verse by various authors, for example, Scott, Cooper, Tennyson, Hawthorne, Longfellow, Whittier, Stevenson, and Kipling, and a good translation of the *Iliad* or the *Odyssey*.

COMPOSITION AND RHETORIC.—The general purpose of teaching composition and rhetoric in the first year is to secure facility in expression, with some degree of accuracy. To this end students should write many compositions. While the criticism of the teacher must be concerned with matters of grammar, spelling and punctuation, it should be largely constructive.

The work of the term shall be as follows:

- 1 Letter writing with attention to substance as well as to form.
- 2 Short themes, both oral and written, based on the experience of the student and on the literature of the term. Emphasis shall be laid on narration.
- 3 A review of capitalization and of the simpler principles of punctuation. Elementary study of the principles of unity and coherence as applied to the whole composition and to sentences in compositions.

GRAMMAR.—The analysis of easy sentences and the application of the principles of grammar in composition.

SECOND HALF

LITERATURE.

Required for reading. One from each of the following groups:

- I Irving. *Sketch book.*
Lamb. *Essays of Elia.*
Bacon. *Essays.*
- II Browning. *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Herve Riel, Pheidippides.*
Tennyson. *Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur.*
Palgrave. *Golden Treasury* (first series), book IV, with special attention to Wordsworth, Keats, and Shelley.

Suggested: Descriptive literature by various authors, for example, Hawthorne, Lowell, Gray, Goldsmith, Poe, Blackmore, Burroughs, and Irving.

COMPOSITION AND RHETORIC.—The work of the term shall be as follows:

- 1 Short compositions, both oral and written, based on the experience of the student and on the literature read. Emphasis shall be laid on description. The subjects chosen should be simple in character, and should relate to what the student has seen in real life or in imagination.
- 2 Elementary study of unity and coherence in the composition and in the sentence. The function of the paragraph.

GRAMMAR.—Continuation of the work of the previous half year.

Second Year.

FIRST HALF

LITERATURE.—The general purpose of teaching literature in the second year is to arouse an inter-

est in good books and to develop power to think accurately.

Required for reading. One from each of the following groups:

I The Sir Roger de Coverley Papers in the *Spectator*

Bunyan. The Pilgrim's Progress, part I.
Franklin. Autobiography.

II Shakspeare. As You Like It, The Merchant of Venice, Twelfth Night.

COMPOSITION AND RHETORIC.—The general purpose of teaching composition and rhetoric in the second year is to secure clearness of thought in exposition and argument.

The work of the term shall be as follows:

1 Short themes, both oral and written, of various types. Emphasis should be laid on exposition. The subjects chosen should be for the most part concrete, carefully limited, and within the student's experience. Practice should be given in defining terms.

2 Further study of paragraph structure with respect to unity, coherence, and emphasis; the use of the topic sentence; connectives; the methods of transition.

GRAMMAR.—Study of tenses and modes; their distinctions in meaning; consistency in their use in composition.

SECOND HALF.

LITERATURE.

Required for reading. One from each of the following groups:

I George Eliot. Silas Marner.

Goldsmith. The Vicar of Wakefield.

Hawthorne. The House of the Seven Gables.

II Goldsmith. The Deserted Village.

Palgrave. Golden Treasury (first series), books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Pope. The Rape of the Lock.

COMPOSITION AND RHETORIC.—The work of the term shall be as follows:

1 Short themes in narration, description, and exposition.

2 Elementary argumentation, oral and written, based upon questions familiar to the student. Students should have practice in framing propositions on topics of interest to them, in defining terms, and in differentiating introduction, proof, and conclusion. Emphasis should be laid on the distinction between assertion and proof.

3 Kinds of sentences: long and short, periodic and loose, balanced, rhetorical questions, etc. Variety in sentence structure. Unity, coherence, and emphasis in the sentence.

GRAMMAR.—Continuation of the work of the previous half year with emphasis on connectives and the various functions of phrases and clauses.

Third Year.

FIRST HALF

LITERATURE.—The general purpose of teaching literature in the third year is to develop power to discriminate and compare literary types and values, and to stimulate a finer feeling for literature.

Required for reading. One from each of the following groups:

I De Quincey. Joan of Arc and the English Mail Coach.

Emerson. Essays (selected).

Ruskin. Sesame and Lilies.

II Shakspeare. Henry V, Julius Caesar.

COMPOSITION AND RHETORIC.—The general purpose of teaching composition and rhetoric in the third year is to develop in students the power to express their ideas with simplicity, accuracy, and fullness.

The work of the term shall be as follows:

1 Short themes of various types.

2 Narration, which shall include anecdotes, historical sketches, biographical sketches, and stories with simple plots.

3 Continued study of exposition and argumentation which shall include the study of various methods of paragraph development and shall be pursued with increasing insistence on unity, coherence, and emphasis in the paragraph.

4 Study of diction; synonyms, and antonyms; specific and general terms; words frequently confused.

GRAMMAR.—Study of the various functions of the infinitive and the participle.

SECOND HALF

LITERATURE.—A review of the books read in the preceding terms with some attention to the literary history of the epochs which they represent.*

COMPOSITION AND RHETORIC.—The work of the term shall be as follows:

1 Short themes of various types.

2 Description: the requirements shall show a distinct advance over those in the first year in variety of subject and method of treatment. Description of persons, of landscapes, of buildings, of scenes of action, and descriptions from both fixed and moving points of view are all illustrations of the variety of the problems that may be assigned.

3 Continued work in exposition which shall include at least one theme of some length carefully developed thru a preliminary outline, and demanding clear explanation of a somewhat complex, tho familiar object of first-hand knowledge.

4 Continuation of the study of diction, especially in connection with work in description. Further study of the structure of the whole composition and of the methods of paragraph development.

GRAMMAR.—A systematic review of the principles of English grammar.

Fourth Year.

FIRST HALF

LITERATURE.—The general purpose of teaching literature in the fourth year is to develop the insight and the breadth of view resulting from the application of the lessons of literature to the problems of life.

Required for study.

Burke. Speech on Conciliation with America,

or

{ Washington. Farewell Address and }

{ Webster. First Bunker Hill Oration }

and

Milton. Lycidas, Comus, L'allegro, and Il penseroso.

COMPOSITION AND RHETORIC.—The general purpose of teaching composition and rhetoric in the fourth year is to develop power to reason soundly, and to read critically.

The work of the term shall be as follows:

1 Short themes of various types.

2 Paragraphs illustrative of elements in argumentation; e. g. an appeal to the interest of an audience, the clear statement of a question, various methods of developing proof, summaries of proof, etc.

3 At least one argument of considerable length, developed thru formal introduction and brief.

*Students taking the first, second, and third year examinations in English will omit the review of books read in preceding terms, and instead take *Julius Caesar* the fifth term and *Henry V* the sixth term.

The work should demand more of the students than did the argumentation of the second year. The topics chosen should deal with such questions of the day as are well within the grasp of students.

4 A review of the principles of unity; coherence and emphasis in sentences, paragraphs, and compositions.

GRAMMAR.—The study of grammar continued in connection with the work in literature and composition, with special attention to the simpler idiomatic and illiptical expressions of standard English.

SECOND HALF.

LITERATURE.—

Required for study.

Macaulay. Life of Johnson, or

Carlyle. Essay on Burns

and

Shakspere. Macbeth.

COMPOSITION AND RHETORIC.—The work of the term shall be as follows:

1 Themes of various types.

2 A composition of considerable length. The student should have perfect freedom in the choice of literary form and be expected to express himself correctly and forcibly in clear, idiomatic English. This production should be a final measure of his ability to write.

GRAMMAR.—Continuation of the work of the previous half year.

NOTE.—College Requirements for 1909-10-11, next week.

Legislation for Ventilation.

One of the papers read at the N. E. A. convention at Asbury Park, touched particularly upon the question of ventilation in the school-room. The paper was read by Superintendent of Buildings, C. B. J. Snyder, of New York.

"The word 'legislation' has a formidable sound," said Mr. Snyder, "but when it is applied to school-house design and construction there are but three points upon which I should seek to obtain the indiscriminating power of the all-compelling law.

"First—Requirements as to the lighting and size of class-room; also ventilation or the supply of a given number of cubic feet of fresh air per person per minute, and the removal of vitiated air.

"Second—Boiler, heat, and vent flues; capes; their size, number, and construction.

"Third—Boiler, heat, and vent flues; smoke, steam, and hot air pipes, their location and construction.

"Health is placed of first importance, and this includes the conservation of the physical and mental energy of the child.

"Both experience and investigation show most clearly that nothing as quickly and surely saps the mental vigor of a child at study as bad air. Extensive experiments have been made, both here and abroad, to determine the correct amount of fresh air per minute which should be supplied to an individual.

"Denial cannot be made that the first cost of installation and the cost of maintenance will exceed that of a system installed for heating purposes only, and that there are many who deem ventilation, especially in a school-room, as unnecessary, but the benefit to be obtained by the installation of a proper heating and ventilating apparatus is so great as to rapidly convert unbelievers, provided they do not sit as a school board, thus holding the purse strings, and because of the advantages of a ventilated school-room are personally unknown to them, refuse to permit of its being

embodied in the plans. Legislation is the only remedy."

Normal Class for Teachers of Manual Training.

The demand for competent teachers of manual training greatly exceeds the supply. The graduates of the St. Louis manual training school are as a rule too young, too immature, and too narrowly taught to meet requirements, just as any high school graduate is unfit immediately to take a position as teacher in a high school. Some college training and more maturity are needed. Accordingly it has been decided to offer to graduates of colleges and secondary schools a year's training in a normal class in the new and enlarged manual training school of Washington university, St. Louis, Mo.

It is believed that the facilities for mastering both the theory and practice of tool work and drafting in the new shops and drawing rooms are unsurpassed. Theory and practice will go hand in hand, the former by lectures, the latter by actual work in classes.

The daily program of the normal class will be substantially as follows: Two lines of shop-work will be carried on simultaneously, two hours in wood-work, and two hours in metal-work; one hour will be given to lectures at the university, in a department of pedagogy, science, mathematics, or art, according to the taste or needs of the individual members of the class; and one hour, with unlimited outside practice, to the rudiments and theory of drawing.

The course in wood-work will include:

The theory of wood-working tools and their use. The construction from drawings of fundamental and typical forms, such as mortises, tenons, dovetails, bevels, splices, moldings, etc.; wood-carving and engraving; matching, glueing, polishing, burning, turning, chucking, and pattern-making.

The course in metal-work will include:

The influence of heat, of oils, of sudden cooling; the fundamental processes of the forge and anvil; drawing, bending, upsetting, welding, tempering, and tool-making; riveting, twisting, designing, and constructing wrought iron work; lathe work, drilling, planing, chipping, filing, screw-cutting, hand-tooling, polishing, and project work.

The drawing will be both freehand and mechanical, orthographic, isometric, and cabinet projections, lettering, line and brush shading, sections, intersections, developments, shades and shadows, detail, and finished drawings. While lectures and recitation work will be with students of college grade, all the shop and laboratory work will be in classes of secondary grade, in order that the methods of organizing and conducting regular class work may be gained by personal experience.

The tuition fee for the year will be \$150.00 payable one-half October 1, and one-half February 1. Shop tools and materials will be furnished by the school. Members will provide their own stationery and drawing instruments. Boarding facilities at reasonable rates are abundant and within easy reach.

No person will be admitted to the normal class unless he has completed a secondary or college course of study. Those deficient in secondary branches, if properly prepared, may enroll as members of the third or fourth year class of the manual training school. Persons accomplishing the year's work as outlined above, will be given a certificate to that effect and have their names placed on our eligible list.

The year will begin Sept. 28 and close June 14. Further information will be given if asked.

The following extracts from a recent address by Professor Woodward will help to give a clear idea of the manual training which is referred to above:

"The object of manual training is mastery—mastery of the external world, mastery of tools, mastery of materials, mastery of processes. Only recently have the mechanical arts been studied, analyzed, and arranged in logical order for the purpose of being taught. It was formerly assumed without argument that the only way to learn to use tools and to master materials and mechanical processes was to go into a shop as an apprentice, or associate one's self with workmen engaged in the execution of ordinary commercial work. The idea of putting the mechanic arts into a school and teaching them step by step was a new thought, just as it was a new thought when law, medical, naval, and military schools took the place of the court-room, the doctor's office, the deck of a ship, and a military camp. But the world has made progress in educational matters during the last fifty years, and in nothing more emphatically than in this one item of teaching the mechanic arts.

"More and more every year, from what I see in my own school and elsewhere—and my observation has been very wide—I deplore the waste of opportunity in needless repetitions, and the folly of bad arrangements. I have seen incompetent teachers yielding to the lawless whims and fancies of pupils, when those whims and fancies should have been guided and controlled. The untaught boy has no appreciation of the importance of sequence, nor the necessity of knowing just how tools should be used before he undertakes to use them in a project. If left to himself, he undertakes what he is not prepared to do; he uses the wrong tools, or the right tools in the wrong way; and his workmanship is invariably bad. His object is not manual training; it is a project, and his estimate of the value of manual training is based upon the value of the completed exercise. Again and again have I stated—and my judgment is confirmed by the judgment of any number of mature students who look back upon their training—that the main thing is the boy and not the article; and that, were all the exercises of the year shoveled into the furnace and burned, so far as they are

combustible, all the manual training would survive in the developed brains and trained functions of the pupils.

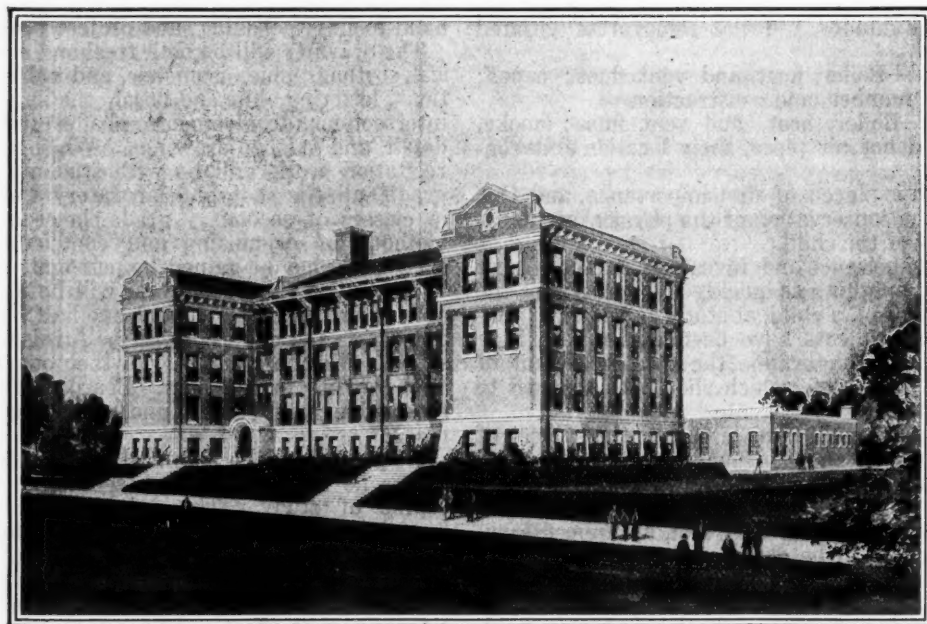
"Probably the best fruit of manual training is the power of mechanical analysis. This power cannot be learned from books, nor from lectures, nor from endless notes and drawings. It must be learned by actual work with tools and materials, under the best possible guidance, and with the constant use of drawings. The ability to analyze a complicated series of simple steps logically arranged leads to the habit of always making an analysis in every concrete problem; and that habit once formed has its influence upon every mental operation, whether concrete or abstract. It runs into every exercise the student has in mathematics, in language, in literature, in science, in ethics, and in art. In it one finds the great intellectual value of manual training."

All letters should be addressed to C. M. Woodward, director, or to W. R. Vickroy, Principal.

Exclusion of Infants from Schools.

According to the *School Guardian*, the question of the attendance at school of children between three and four years of age, in England, is being seriously discussed in the Birmingham district. It is contended that no parents of the middle or upper grades of society would dream of imposing on their children of three, four, or even five years of age the discipline and mechanical routine practised in the primary infants' schools. If it be said that these schools give poor mothers the opportunity of going to work, the answer is that it is a doubtful blessing; but the result as often as not is to allow the mothers to neglect their children, and leave them to be taken care of at the public expense.

In the rural districts children under five years of age may now, by permission of the board of education, be excluded by managers of crowded infant schools. It is estimated that this will effect a saving of some eight hundred thousand a year. Another reason is a hygienic one, its advocates claiming that such a course would check the spread of infectious disease and lower the infantile death-rate.



The Manual Training School of Washington University, St. Louis, Mo.

Gifts to Education.

President Hadley, of Yale, has announced that the general endowment of the university has been largely increased. He stated at the same time that \$40,000 had been received from Mrs. William H. Hurlburt, Miss Dimock, and Miss Jennings, all of New York, as an additional gift to the infirmary fund. This sum has been supplemented by a gift of \$15,000 for the same purpose from Mrs. Charles P. Taft, of Cincinnati.

Gifts aggregating \$405,000 have been received by Chicago university. Of these the largest single one was \$150,000 from the estate of Elizabeth Kelly. The next largest was that of John D. Rockefeller, who gave \$143,322 for current expenses. Another gift of \$95,000 was also received from Mr. Rockefeller to cover the deficit in minor departments of the university.

Princeton Theological Seminary is rejoicing over the settlement of the validity of the will of Mrs. Mary J. Winthrop, whereby the seminary receives about \$1,750,000.

Mr. John D. Rockefeller has been very generous to Vassar college during the past year, having given more than \$500,000 for the erection of buildings and other purposes. The principal gift to Vassar, however, was from Mrs. F. F. Thompson, who gave \$500,000 for a library building. The library will be a memorial to her husband.

Jacob H. Schiff, of New York, has established a fund of \$55,000 at Harvard university for the purpose of sending an excavating expedition to Palestine each year for five years. Harvard also recently received the sum of \$400 from the estate of Philo S. Bennett, of New Haven, who left \$10,000 to be distributed among twenty-five leading American universities. The incomes from the various bequests will be given as prizes. William J. Bryan, executor of Mr. Bennett's will, turned the money over to Harvard.

Georgetown university has received \$50,000 from Mrs. Thomas F. Ryan, wife of the new owner of the Equitable stock. The money will be used to provide a new gymnasium. Mrs. Ryan has also given \$300,000 for the construction of the new refectory.

Swarthmore college, Philadelphia, has raised the \$600,000 endowment fund requested by President Joseph F. Swain. This was the condition imposed upon the college by President Swain when he accepted the presidency three years ago. The completion of the fund was made possible by a gift of \$50,000 by Morris L. Clothier.

The Ontario government has decided to spend \$465,000 for new buildings for Toronto university. This sum must be supplemented by private gifts until \$1,600,000 has been received.

A woman has come to the rescue of Washington university, St. Louis, in the shape of a gift of \$20,000 for a girls' dormitory. Mrs. William McMillan, of St. Louis, is the donor.

The Rennselaer polytechnic institute at Troy, N. Y., has received \$15,000 from Andrew Carnegie to replace the building burned there last summer. Mr. J. J. Albright, of Buffalo, has subscribed \$50,000 toward a new chemical laboratory, to be built at an expense of at least \$100,000.

J. Pierpont Morgan has offered \$250,000 toward the establishment of the George Peabody school for teachers, at Nashville, Tenn., provided the institution will raise an additional sum equal to this gift.

Mrs. Sharp, widow of Morris Sharp, of Washington C. H., Ohio, will carry out her husband's wish to endow three chairs in Ohio Wesleyan university, at a cost of over \$100,000.

A gift of \$10,000 has been made to Amherst college by a member of the class of 1896, the income of which is to be used as a loan fund to students working in the college library.

During the past year Colorado college has been fortunate in securing several substantial gifts, the sum total of \$200,000 being subscribed toward the \$500,000 needed for the endowment fund. The principal donors are: Gen. William J. Palmer, \$100,000; Andrew Carnegie, \$50,000; Miss Helen Gould, \$10,500; and George Foster Peabody, \$25,000.

Frederick Norton Finney, a trustee of Oberlin college, is to erect a new chapel as a memorial to his father, the late Charles G. Finney.

Miss Margaret W. Tatum, of Trenton, N. J., will provide the necessary funds for the erection of a building to be presented to the Normal and Industrial Institute of Tuskegee, Ala. The building is in memory of her father, the late Dr. James B. Tatum.

A Brooklyn man who refuses to give his name has given \$25,000 to the trustees of the Institute of Arts and Sciences towards the erection of an astronomical observatory on the Parkway lands, adjoining Prospect Park, Brooklyn.

During the past year, more than \$180,000 has been added to the general endowment fund of Wesleyan university, Middletown, Conn.

The "Cardinal Gibbons Fund," of the Catholic university, has reached \$82,943, and is led by Cardinal Gibbons, who contributed \$11,000.

Two gifts, one of \$50,000 and one of \$11,000 have been received by Grant university, Chattanooga, Tenn. This money will be applied to the \$150,000 now being raised to secure a gift of \$50,000 from D. K. Pearson, of Chicago. Pres. J. H. Race declares that the entire amount is now in sight, and will be secured by the opening of the coming year.

Princeton university friends have subscribed about \$300,000 for a new recitation hall. The structure will be built along the north side of McCosh walk, and will be in the college gothic style.

The following letter from the secretary of Mr. John D. Rockefeller to the General Education Board explains itself, and marks an epoch in the work of this organization:

"To Messrs. Wallace Buttrick and Starr J. Murphy, Secretaries and Executive Officers, General Education Board, New York:—

"Dear Sirs—I am authorized by John D. Rockefeller to say that he will contribute to the General Education Board the sum of ten million dollars (\$10,000,000), to be paid Oct. 1 next, in cash, or at his option, in income-producing securities, at their market value, the principal to be held in perpetuity as a foundation for education, the income, above expenses and administration, to be distributed to or used for the benefit of such institutions of learning, at such times, in such amounts, for such purposes and under such conditions, or employed in such other ways as the board may deem best adapted to promote a comprehensive system of higher education in the United States. Yours very truly,

"F. T. GATES."

If the fund proves to be useful, Mr. Rockefeller will undoubtedly make large additions to it in future years.

That tired feeling is a burden you need not carry. Hood's rsaparilla will rid you of it and renew your courage.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending August 19, 1905.

A remarkable feature of the enrollment of the N. E. A. at Asbury Park was the large numbers of new active members from New York, which will probably bring the total active membership of the State above one thousand. This gives New York more than four times the membership of the State next highest in the active list. Asbury Park has the record of highest attendance of active members. The 1905 convention was not quite twelve thousand behind Boston in total enrollment. But it should be remembered that New England was chiefly responsible for the falling off, sending only 227 members, or 9,089 less than enrolled at Boston.

Parents do want to give good gifts to their children. This has been proved whenever the issue is squarely put. A woman was recently elected to the school board on a platform calling for a liberal course of study for the elementary schools and for increased taxation for public educational purposes. The worshippers of the "Three R's" made as much pre-election noise as the prophets of Baal in Elijah's time, but the simple appeal to the hearts of the parents won the day for the children. Constructive manual work, music, art instruction, gymnastics, and living contact with nature and with history and literature have come to stay. The parents believe in them. Why talk against the wind?

The real question is not of "the three Rs" vs. "fads and frills," but of "grind and drill" vs. "education." Where the reactionaries often have the advantage over the advocates of a liberal course of study for the elementary school is in the poor showing made by some of the new education schools in comparative tests in spelling, English composition, and arithmetic. It does not necessarily follow that the school with a fine program will do fine work. Some very poor circuses have been known to herald their advent by most promising posters. The quality of the work depends upon the quality of the worker. Changing from a narrow to a broad gauged curriculum is not going to change drudges into inspiring forces. The teacher must change. Teachers who do not grow and make no effort to grow in educational efficiency will keep the schools inefficient whatever the official program may be. One can have as much gradgrind with nature study as with multiplication tables.

Activity is not a synonym for work. There are schools where the children are kept busy every minute and yet suffer from under-work. Wasteful activities exhaust the energy of children quite as rapidly as solid work. At this point is the parting of the ways of poor and good schools. The so-called "busy work" is not infrequently a series of

devices for killing precious time. The penalty of wasteful activity is scatterbrainedness and arrest of mental development. Here are serious problems which should be well considered when the schools open again. They are worth being chosen as the principal texts for the first teachers' meeting after vacation.

The moving of the printing plant of THE SCHOOL JOURNAL into larger and more commodious quarters has caused much temporary embarrassment in the publication of the present number. Our readers, we trust, will readily pardon whatever there may be amiss in the first issues of vacation. By the first of September everything will be in good running order, and after that the weekly numbers will be better than they ever were before. The plans for the new school year will be announced next month.

The Historic Viewpoint.

Truth is studied best in the perspective of history. The needs and aspirations of society are pictured in most vivid colors in the stories of the peoples and religious communities after history has exercised its censorship upon the records. So also individuals are best studied in the light of the biographies of those of their people whose lives have passed into memory. History and biography, past and contemporary, form the pass key to the greater mysteries of the education of mankind.

The more difficult portion of history is that which deals with the present. Aside from the extreme complexity of contemporary life there are all the difficulties of too great closeness of view. Familiarity blurs excellencies. Prejudice confines the eye to minor defects. A certain amount of distance is required to get the eye properly focused upon any subject.

The past helps to interpret the present. It also simplifies materially the analysis of current problems by pointing out how to find the really significant phases and what to eliminate as non-essential.

The wise man cultivates the historical view of things. It gives him power of discrimination, and this applied to his profession means well-balanced judgment, the most valuable possession which theoretical study can supply.

Those of us whom the strain of a life crowded with pressing duties keeps in the bondage to constant demands upon our strength and time, may find it difficult to persuade ourselves that Homer and Isaiah and Dante and Goethe are of greater help to the conquest of the present than newspapers and magazines. But we must not yield the point. Rather abstain from magazine reading altogether and reduce news gathering to a minimum than to forego the drinking from the fountains of eternal life. The daily paper need not occupy any one of us more than ten to fifteen minutes a day. Keep at least a half hour each day for the greater books of history and the literature that has made history.

The New Plans for Princeton.

Students in large universities have long felt the need of closer contact with the professors. The larger the university the wider the gulf between teacher and student. There is no personal touch, no intimate relation, and often a student is graduated, after four years, with hardly a speaking acquaintance with his instructor.

Those who have attended small colleges know the value of the friendship and intimate relations that exist between the professors and the students. Such recollections are most lasting and most helpful. In after years they forget the facts in the books, but they never forget the personal influence of a well-beloved instructor. The large university with its libraries, laboratories, and splendid equipment can never make up for the lack of personal touch and inspiration that comes from friendly intercourse in and out of the class-room.

Pres. Woodrow Wilson has outlined in *Harper's Weekly* a new plan for Princeton that promises to give to the undergraduates more intimate access to their teachers. He says:

It is Princeton's plan to add at once to her teaching force, fifty "preceptors"—as she will call them, for want of a better name,—whose special duty it shall be to deal with their pupils outside of the class-room. The preceptors are to be members of the faculty, not distinguishable from the rest in rank and privilege, and the present members of the faculty are to undertake preceptorial work in order that the new and closer contact may be brought about all along the line; but for the new men the preceptorial work will be the chief function. It will be their duty to take the students in the several departments, either singly or in groups, and by every serviceable method give them counsel, guidance, and stimulation in their work. Dull men and very bright and ambitious men they will probably have to take singly. Groups will have to be made up by careful classification, combining men of like training, acquirements, and aptitudes. But the object will be always the same,—not to hear "recitations" on fixed text-books, but to discuss, to sift, to test the reading done by the men in their several courses, so that the men may feel that the preceptors are in some sense their fellow-students and friendly guides in their outside reading, the reading by which lectures are to be supplemented and the more formal discussion of the class-room broadened and made part of an independent scheme of study. By such means college work may be made to seem something more than a sublimated kind of school work, and may be made to rest not upon the dictum of the teacher in the class-room or of the author of a particular text-book, but upon something like first-hand acquaintance with the chief authorities on the several subjects studied.

Such reading, so free from artificial trammels and done in constant conference with helpful scholars, ought to impart to study a new reality, ought to give college men a sense of having been emancipated from school and mere tutelage, and given the responsibilities as well as the opportunities of maturity. They are challenged to read, to look about them in great subjects, and discover the world of thought. No doubt more work will be done under the new stimulus than is done now, but it will not, if properly directed, be burdensome, dull, a task, a matter of reluctance, as too much college work is now. It is really a pleasure to use your mind, if you have one, and many a man who now never dreams what fun it is to have ideas and to explore the world of thought, may be expected, in his intercourse with his preceptors, to find learning a rare form of enjoyment, the use of his

faculties a new indulgence. He may even discover his soul, and find his spiritual relations to the world of men and affairs.

Sir William on Technical Education in the U. S.

Eloquent testimony to American enthusiasm for technical education appears in an interview given to a Boston newspaper man by Sir William Maher, chairman of the Froebel Educational Institute of the Soudan and a member of the Council of Owens college and Columbia university. Sir William came here to this country to receive an honorary degree from Princeton university, and used the opportunity to renew acquaintance with the schools in whose work he is specially interested.

In describing his general impression he said:—"As the result of my visit here, after an absence of more than 20 years, I feel the conviction that you are moving ahead some ten times as fast as we are, and when I think of what American schools are doing for the people and for the state I feel discouraged as to our progress. The trouble at the bottom of technical education in England is the fact that the English are slow to appreciate the advantages of secondary schools. I might also say that in England we have nothing to compare with your positive passion for education in this country. During my present visit I went out West and was actually amazed at the widespread eagerness there among all classes of people to see that the young were properly prepared for the great struggle of life. That is one thing that strikes the foreigner in this country—the deep-seated desire of the people to take full advantage of their magnificent school systems.

"I have been an earnest advocate of technical schools for many years. In 1883, as a member of the Royal Commission on Technical Instruction, I visited the United States for the purpose of securing ideas on which to base a system of technical education in England. Other members of the Commission visited European countries. The result of our visits was the Technical Instruction Act, passed by Parliament in 1889, which established technical schools, under government supervision and supported by a special tax in all the municipalities and towns in England. Since the passage of that act the friends of technical education among us have been striving to see that it was properly enforced, but I regret to say that our efforts have met comparatively little success.

"Aside from the general indifference of English parents to the complete education of their children, we have had to contend with the indifference of employers who were content to receive into their factories youths who had absolutely no idea of the technical side of industry. The result of that deplorable practice was a remarkably poor condition of industry in general. Under such conditions we have not been able, naturally, to produce young men fit to be foremen or managers or superintendents. Indeed, I have found it necessary to counteract the prevailing indifference by making the rule at the Salford Works that only those young men who have attended technical schools, or at least have in some way studied the technical side of industry, shall be admitted.

"All our large technical schools are modeled after your Massachusetts Institute of Technology. They are not, of course, in their present state, to be seriously compared with the Boston institution, and I am not sure that there is hope that they will ever become worthy of comparison with the technical schools that have been established in this country. Our next step must be the establishment

of something like your system of secondary schools, which, in my opinion, are a distinct honor and glory to the country, and no doubt, to a large extent account for the fact that the best examples of technical schools in the world are to be found in America."

Sir William went on to explain that in his opinion the greatest weakness to-day of English education comes from the absence of such secondary schools as have grown up in all American centers of population. The British youth on leaving the elementary school must either enter a secondary school that prepares only for the universities or must go to work. Even if there were institutions that would properly fit pupils for the technical school it would require some time to create in England the disposition that it is almost universal in America to make all manner of family sacrifices in order that competent young people may get the highest education possible.

In conclusion Sir William said: "As a friend and advocate of technical education I may say that I am really jealous of the great advance that has been made in the United States. I regard the Massachusetts Institute of Technology as the best example of the methods of producing men scientifically trained for industrial and commercial purposes to be found in the world. Our curriculum in our day technical schools was taken from this institution, which, I may say, represents the standard of excellence that some day we hope to achieve ourselves."

Education in Scotland.

In writing of "Bonnie" Scotland a correspondent of the *Chicago Daily News* says that the Scotch are very proud of their system of public education. They claim to be far ahead of England in this respect. Glasgow alone has seventy-seven elementary schools. But as to the public secondary or high schools, Scotland has as few of these as England has, which means that there are practically none, and a child cannot go to school after he has finished the grammar school in either Scotland or England unless his parents pay tuition fees. In regard to the higher education of women, Scotland has also advanced more rapidly than England.

The University of Edinburgh grants degrees to women, which Oxford and Cambridge do not do. Edinburgh has 400 women students. Lady Margaret Hall, at Oxford, has only 100, and Newnham, at Cambridge, 150, and Girton about the same number. At Edinburgh men and women attend the same lectures and classes in most courses. At Bedford College, the women's part of the University of London, they are entirely separated from the men and are, in fact, not in the same part of the city.

Minnesota has established a system of free traveling libraries, designed to furnish reading matter to the small villages and country communities which cannot support public libraries, and to assist small public libraries that cannot make frequent purchases of books. At the beginning of 1905 there were about 12,000 volumes in these libraries. The free public libraries in the State now number sixty-five, and are added to yearly. Last year there were 4,289 libraries in connection with this number of public schools, more than half of them in the rural or common-school districts. Half of the cost of establishing and maintaining these libraries is met by the State.—*The Bookseller*.

Letters.

Libraries of Good Reading.

To the Editor of THE SCHOOL JOURNAL.—Some one was good enough to send me a copy of your issue of April 15, in which "A Parent" takes exception to "Libraries of Good Reading." While willingly recognizing the danger of "the fatal habit of scrappiness" which may be encouraged by any vicious method of reading, I can hardly allow to go unchallenged the statement that "libraries of good reading" should be as sedulously kept away from a child as "gutter literature and the dime novel."

If there is any one thing that is valuable to the modern reader, it is the ability to skip judiciously. Alongside with the power of concentration which may be helped by thoro study of masterpieces, by even memorizing of considerable passages, is the equally valuable power of selection. It is manifestly impossible for any person to read everything; even the classics of our own language form a considerable body of reading and no one would commend the old wholly at the expense of the new. Take Chaucer: certainly a parent would not wish a child to read all of the *Canterbury Tales*. Much of Shakespeare requires a weeding out. So of almost all the best writers of the past. Selections are necessary. The child cannot be expected to do the excision.

Perhaps the very strongest argument that I could bring forward in favor of "Libraries" and "Anthologies" is a concrete example:—the most classic home book, the Bible, is just such a Library of Hebrew Best Literature; it is an anthology of works on history, biography, poetry, morals. Everyone knows that what we call the "Old Testament" is only a small part of ancient Jewish literature. The Psalms is what the orientals call a "Divan"—in other words a series of excerpts from various writers. There are hosts of books which are not worth reading thru but which have memorable passages. Why should these passages not be gathered together for the sake of readers whose time or opportunity is limited?

The Library edited by the late Charles Dudley Warner contains a multitude of things that you would not find in many a collection of books numbering thousands. "The Children's Library" edited by Mr. Thomas Bailey Aldrich—I happen to know that he personally selected every poem in the volume of verse—can not fail to whet the appetite of a bright boy or girl for what is best. Good things invite to good things. No child will lay down an interesting book till the last page has been read. There is no danger of the desultory habit being inculcated by any such "Libraries." They are, as I have convinced myself by close observation, a great stimulus to mental activity. The taste is formed on the line of great things. The child learns that it is not necessary to read the whole of a book in order to get the best of it; it learns to recognize the best and be satisfied only with the best. So "Libraries" of excerpts have their place and a valuable place in mental training.

NATHAN HASKELL DOLE.

The Fourteenth International Peace Congress will open at Lucerne, Switzerland, Sept. 19, 1905. An earnest request is made that the delegation from the United States be a large one. This year especially is of supreme importance in the history of the peace movement, and the voice that is uttered in Lucerne ought to have great weight in the settlement of difficulties between nations.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Congdon Music Rolls.

One of the distinguishing features of the Congdon Music Rolls is the large notation which covers more than twice the area of the ordinary music chart, and displays the staff notes and words so plainly that they can be easily read from any part of the school-room.

It is necessary, especially in the primary grades, to present the lessons in large characters so that they can be read by the entire class. Thus the rolls are of great aid to the teacher, and immense time-savers. It is unreasonable to expect a teacher to draw such lessons upon the black-board.

Principals and teachers are recognizing this important consideration and are urging the adoption of the rolls in their schools.

One of the objections to the old-style chart is the display-

tory and the biological experiment room. When school boards wish to purchase durable and perfectly correct instruments of this character, a copy of the Mogeys catalog will be useful.

Beauty in Schools.

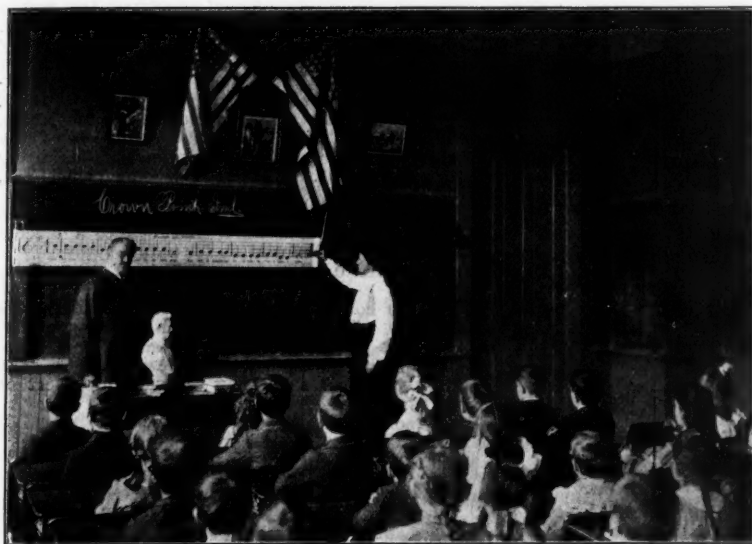
The extraordinary excellence which the Greeks exhibited in art can probably never be traced with precision to its ultimate source. Something was undoubtedly due to the smile which Nature herself wears in that happy land, something to an ancestral blood deeply tinged with a love of beauty, something to the leadership of a few men marvelously rich in artistic genius, but the predominating cause was doubtless that the people as a whole were possessed with a delight in the harmonies of color and sound and proportion, they rejoiced greatly if they could but behold an athlete whose body exhibited the symmetry of which the human frame is sometimes capable. They deified youth and grace and beauty, and not only were their own lives made more cheerful and happy thereby, but, of necessity, artists were produced who have cast upon Greece more glory than she would have won by the victories of many Alexanders.

It is always so. Given a people touched with a sense of the value of beauty, and men will surely arise who can themselves create the supremely beautiful. And the only way that we know of arousing in people the sense of beauty is by allowing them to gaze on the beautiful. It is thus that art propagates itself in the mind. And in no mind so surely as in the mind of the child.

For three hundred years the Puritan horror of the beautiful has lain like a cloud upon English-speaking people, and as a consequence, in art we have never taken a distinguished place. But to-day the Puritanic notion that the Good and the Ugly were synonymous has been cast aside.

The child, with his pliable mind, should be surrounded with the richest art treasures of the world, statues and pictures and friezes and busts.

We now erect for him handsome school-houses, and surround them with gardens, tint the walls of his class-room, and place flowers in his windows, but if we decorate the interior of the room the decoration is too often tawdry evoking no spark except an emulation in



Ready for the Song.

ing of several melodies on the same page, thus distracting the attention of the pupils. As will be noticed in the illustration, with the Music Rolls, only one melody is visible at a time.

There is another feature of the Congdon Music Rolls which is a decided improvement. Teachers of music know that the greatest constant problem, perhaps, in reading music from the staff is the key position. Patents are now pending covering the Colored Key Series taught objectively by the continuous tint which, tho light and unobtrusive, marks the position of Do and keeps it constantly before the pupils. This scheme attracts the attention of the students to the notation, and establishes the landmarks of the key without changing the identity of the staff.

How the Steel Pen Was Invented.

"We owe the steel pen," said an inventor in the *Louisville Courier Journal*, "to a man named Gillott—Joseph Gillott—an Englishman."

"Gillott was a jeweller. He lived in Birmingham. One day, accidentally splitting the end of one of his fine steel jewel-making tools, he threw it peevishly on the floor."

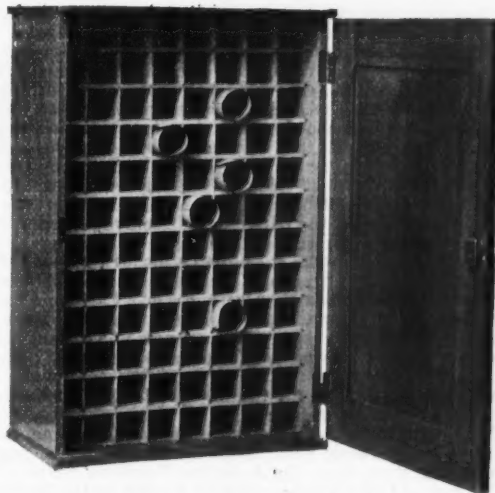
"An hour later it was necessary for him to write a letter. Where, tho, was his quill pen? He searched high and low, but could not find it. Looking, finally, on the floor, he discovered, not the pen, but the broken steel tool."

"I wonder if I couldn't make shift to write with this," he said.

"And he tried to write with the split steel, and, of course, he succeeded perfectly."

"To this episode we owe the steel pen, which has superseded the quill all over the world."

W. & D. Mogeys, of Bayonne, N. J., have long had a high reputation for all manner of telescopes, and engineering and surveying instruments. With telescopes the schools have little to do, but surveying is fascinating to every boy possessed of the slightest mechanical or mathematical turn of mind, and is coming into use along with the chemical labora-



A Cabinet for the Music Rolls.

bad taste. The child is worth the best gifts of all the ages. And he can have them—in a measure.

It is true that only at the British Museum can we see the original of the marble frieze of the Parthenon, and only at the Louvre can one gaze on the very features of the Venus

of Milo, but much of the exquisite art is preserved in a well executed replica. Why should not these adorn our schools? A school-room in which a frieze from Athens took the place of a gilded molding, in which the bookcases were surmounted with the heads wrought by great artists, in which the corners were occupied by groups of celebrated statuary would

have no little influence in rearing an artistic generation, the sure precursor of artistic genius.

The Foreign Plastic Art Company of Boston, formerly A. Da Prato & Co., have a complete collection of reproductions of ancient and modern art, all most faithfully and delicately conceived.

Educational Exhibit of the N. E. A. at Asbury Park.

The educational exhibit at the N. E. A. convention at Asbury Park was located in the New Casino where the registration headquarters were. But the space assigned to the exhibit was woefully inadequate. Many had to seek quarters in the hotels and elsewhere. In general the exhibits were attractive, and crowds of teachers constantly flocked about the booths. One exhibitor remarked that the experience had been a most profitable one for him, and the faces of the representatives of the various firms indicated that they, too, were satisfied with the results.

Exhibits of this nature have an educational value hardly realized until seen in actual operation. On the one hand are experts, brimming over with suggestions and information regarding the most advanced methods of handling educational material; on the other hand are teachers who are acquiring enlarged ideas as to the usefulness and labor saving methods in applying these new devices in the school room. The eager questionings and enthusiasm shown by

The advanced thought of to-day along the line of best educational endeavor recognizes the importance of pictures and statuary in the school-room. In their exhibit the Foreign Plastic Art Co., of Boston, had several figures cast from authentic models. One represented Aurora. The exhibitors called especial attention to the superiority of this relief over reproduction in colors, referring to its effectiveness as a decoration for schools or other educational institutions.

A most complete and fascinating exhibit was that of the Kny-Scheerer Co., of New York. Dr. G. Lagai was in charge, and he was kept busy from morning until night explaining to interested teachers the method of teaching the internal working of nature subjects by use of mounted specimens. The model of the bee proved especially attractive to primary teachers. Every stage of growth of the bee is vividly and accurately shown. Teachers who failed to examine this exhibit missed a splendid opportunity at Asbury Park. The accompanying illustration gives a clear idea of the K. S. museum cabinet, which formed a noteworthy feature of the exhibit. The cabinet contains typical forms of mounted mammals, birds, reptiles; batrachians, fish skeletons, skulls, dissected and injected specimens, models of the brain, heart, eye and ear, series of specimens illustrating life history, development, etc., of reptiles, batrachians, fish, and invertebrata, especially insects.

Dr. Lagai is himself an enthusiastic nature student, and a talk with him ought to be worth a great deal to a teacher in need of inspiration and new ideas for nature study.

Next to the above exhibit, J. M. Olcott, of New York, for many years a dealer in school supplies, held forth with a complete collection of W. & A. K. Johnston's maps and globes. One of the particular features of Mr. Olcott's exhibits, however, was the Climax Pencil Sharpener, a notice of which was given in a recent issue of THE SCHOOL JOURNAL. This sharpener was working overtime

at Asbury Park and fully demonstrated its usefulness to the teachers who flocked about the booth.

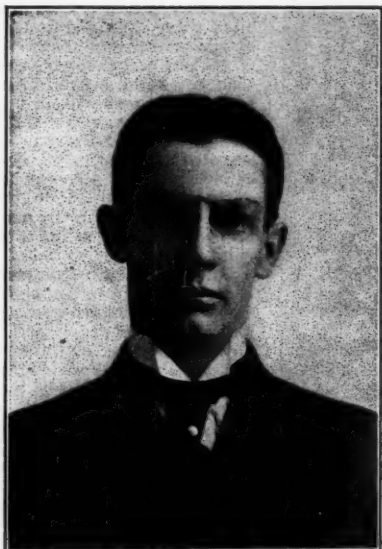
"I am paying especial attention," said Mr. Olcott, "to this pencil sharpener, and modestly think it is the best on the market. The cost of operating it is a trifle compared to the service rendered."

The exhibit of Dodd, Mead & Co. was confined to the New International Encyclopedia. The work secured the highest award at the St. Louis Exposition, and has been officially adopted by boards of education in many of the large cities. Geo. A. Dame and R. Soderholm presided over the exhibit made by Funk and Wagnalls, the publishers of the "Standard Dictionary," the excellent qualities of which have been pointed out by THE SCHOOL JOURNAL.

Rand, McNally & Co. have been known for many years as publishers of maps and globes. More recently they have produced a full line of educational books. Messrs. Everetts, H. J. Pratt, and F. M. Brown, represented the house.

The bird and nature publications in color made by A. W. Mumford, of Chicago, are known far and wide. They were arranged artistically about the booth and made an exhibition which visiting teachers very evidently enjoyed.

Mr. F. E. Lyon, the busy representative of the A. F.



M. C. Holden, Secretary Holden Patent Book Cover Co.

the teachers as the booths were visited leaves no doubt in the mind as to how profitable these conferences were.

The exhibit conducted by Underwood and Underwood, of New York, consisted of a display of their educational series of stereopticon views, especially helpful in the teaching of geography. With the use of the stereoscope the object stands out in relief, showing all three dimensions in the pictures. The result is that volcanoes, glaciers, coral reefs, and other terrestrial features beyond the ken of the average child are made very real to him. One important feature of the exhibit was the elaborate card catalog now in use in one of the schools of the borough of Brooklyn, showing how the views are used there.

Near by, Little, Brown & Co. had a modest, yet complete exhibit of their well-known publications for school libraries. Such authors as Louisa M. Alcott, Francis Parkman, Susan Coolidge, Helen Hunt Jackson, Louise Chandler Moulton, and Nora Perry were represented. A new line of text-books were also shown. Owing partly to the exceptionally favorable position near the entrance from the boardwalk, the booth was crowded at all times. Mr. J. R. McDonald and Miss Sera Johansen were in charge.

The exhibit made by Longmans, Green & Co. came next, filled to overflowing with their up-to-date books, prominent among them being the American Teachers' Series. The series consists of "The teaching of English in the Elementary and the Secondary School," "The Teaching of Latin and Greek in the Secondary School," "The Teaching of History and Civics in the Elementary and the Secondary School," "The Teaching of Chemistry and Physics in the Secondary School," and "The Teaching of Biology in the Secondary School." This company have underway a new series of commercial text-books, announcement of which was made at the exhibit.



K-S. Museum Cabinet.

Flanagan Co., of Chicago, displayed a complete line of educational books, helps and aids for teachers. The new catalog, which Mr. Lyon was distributing, contains an elaborate classification of the publications of this firm.

Incidental with distributing souvenir pencil, gaily decorated with colors and the words N. E. A., Asbury Park, 1905. Mr. F. Fleming of the Eberhard Faber exhibit was demonstrating the Lakeside Pencil Sharpener. Mr. Fleming was very enthusiastic over this machine, claiming that it is complete in every detail, and one of the most economical pencil sharpeners on the market. The exhibit also included illustrations of the process of pencil and rubber manufacturing.

Mrs. Mattie Phipps Todd explained the excellent qualities of the Todd adjustable hand-loom which is in use in school-rooms over the whole country. One attractive feature of her exhibit was a cooperation rug made on the loom by a class of children. "Work of this kind," she said, "stimulates hearty rivalry and interest among school children. As each individual rug is completed it is incorporated in the large one. Thus each child has an interest in the general outcome and points with pride to his contribution. A good loom is the first requisite for good rugs."

F. W. Devoe & Co., manufacturers of water colors and drawing supplies had an elaborate display of water color work by school-children in Rochester, Buffalo, New York and other cities. S. G. Hamilton and Edwin R. Brooks, of the New York office, were in charge. The exhibit was exceptionally well favored by visitors.

Not long ago THE SCHOOL JOURNAL called attention to the lantern made for use in schools by Williams, Brown and Earle. This lantern was on exhibition under the direction of Mr. Carrick, who also demonstrated the usefulness of the instrument in one of the department sessions.

The Oliver Ditson Co., music publishers, of Boston, were represented by Thomas J. Donlan. The exhibit consisted of an excellent line of kindergarten and primary school books; cantatas to be given by high schools; a valuable work on ear training for teacher and pupil by C. A. Alchin; a collection of folk songs for children, and a chorus for mixed and women's voices in grammar and high schools. In addition to these Mr. Donlan explained with particular pride the desirability of possessing Oliver Ditson's library series for musicians. The plan is to include in this series all master-pieces of song and piano music.

Novello, Ewer & Co., known the world over as publishers of good music, especially for churches and schools, showed a line of their classics and their series of text-books for music study in the schools.

The Blickensderfer Typewriter Co. were ably represented by H. E. Hudson, of the New York office. This machine has been greatly improved, as recently shown in THE SCHOOL JOURNAL, and is rapidly growing in favor.

Benjamin H. Sanborn & Co., of Boston, laid special emphasis in their exhibit upon the Southworth-Stone Arithmetics.

It is with pardonable pride that we mention the exhibit of the United Educational Company, a view of which is heregiven. The booth was tastefully decorated, and the representatives, Mr. Bayley and Mr. Goldberger, were busily engaged during the entire week in explaining the scope and helpfulness of the various educational publications issued by this house. The premiums given to subscribers to the beautiful new *Teachers Magazine* were much in demand. They consist of three exquisite Hiawatha pictures reproduced in colors from oil paintings made especially for the magazine by the well-known Indian artist, Mr. E. W. Deming. They represent the childhood of Hiawatha, and will appeal to all who are interested in Indian life.

The new *Teachers Magazine*, combining the four periodicals formerly known as *Teachers' Institute*, *Primary School*, *The Intelligence*, and *Primary School Era*, is without doubt the foremost educational publication for grade teachers in the world. *Educational Foundations* is equally necessary to the teacher desirous of advancement in professional knowledge. *Our Times* is a universal favorite as a weekly periodical devoted to current events. And, of course, THE SCHOOL JOURNAL, too, is published by the same firm. It is the aim of the United Educational Company to cultivate more and more an intimate knowledge of the teachers' problems and aspirations, and in so far as this is accomplished, to minister to the success and happiness of the great educational forces throughout the United States.

It was unfortunate that the exhibits were not confined to one place. The opening of rooms at various hotels for making displays was most exasperating to one who wanted to see everything. Very likely, many exhibits were skipped by the representative of THE SCHOOL JOURNAL because of the lack of organization. It was by mere chance, for in-

stance, that he drifted into the West End hotel, and found a number of rooms filled with educational exhibits. In one of the large parlors Binney and Smith had an unusually large display of drawings made by their famous "Crayola." These drawings were part of those offered in competition for the Crayola prizes of which frequent mention has been made in these pages. Here one could obtain a fair idea of the extensive patronage the Crayola has won in schools everywhere. The drawings covered every conceivable subject and showed remarkable proficiency on the part of ambitious young artists who entered the competition.

At the West End, too, was found the exhibit of the Scarborough Co.'s maps, with the "Peerless Series" as the central attraction. The principles worked out in the construction of these maps is well worth the investigation of teachers. Mr. Rogers explained their unique value in the school-room to many hundreds of visitors during the week. The maps show not only outlines, contours, relative positions, comparative areas, etc., but also historical foundations, commercial connections, and physical conditions.

The exhibit of the Holden Patent Book Covers was also found in the West End. The ever genial president of the firm which manufactures these useful money savers was missed at the convention. His popular son, Mr. M. C. Holden, secretary of the company, was there, however, and from him it was learned that his father had gone on a trip to Alaska as the guest of Superintendent Cooper of Seattle. In every state where books are furnished by the schools, the Holden covers are held in high favor. School boards are rapidly learning that by using the Holden covers, textbooks are made to last nearly twice as long and at the same time are kept in a neat, clean, and healthful condition for a full school year.

The walls of the room containing the exhibit of the Joseph



United Educational Exhibit at N. E. A.

Dixon Crucible Co. were hung with drawings executed by pupils of the public schools in all parts of the country. The pictures were made with the Dixon crayons. A good crayon is evidently a necessary aid toward good work. Mr. Geo. H. Reed—everybody knows him, of course—and Mr. W. A. Houston, were kept busy talking to teachers who crowded their exhibit-room examining the drawings and gratefully pocketing souvenirs, in the shape of Dixon pencils and novelties, which were generously distributed.

In the same hotel were found exhibits by Thompson, Brown Co., educational publishers, represented by Mr. William A. Wilson; by Parker P. Simmons, who has developed quite a line of text-books; by the Palmer Company, of Boston, publishers of *Education*; and by the Esterbrook Steel Pen Mfg. Co., who distributed much-coveted souvenirs.

Doubleday, Page & Co. were installed at the Ocean House with an exhibit, the chief feature of which was their well-known nature library. Mr. J. H. Brown worked up considerable interest in the Nature Club of America.

The exhibit of Wadsworth, Howland & Co., of Boston, was at the Plaza, with Mr. Putnam in charge.

While the Remington Typewriter Company did not have a regular exhibit at the convention, nevertheless, they were represented in full force by several machines and operators, who, as usual, were at the service of the executive committee and visitors.

Miss Harriet A. Frye presided over several Remington machines at the Ocean House and her services were heartily appreciated by those who took advantage of the kindness

of the company.

One of the interesting features in connection with the reporting of the addresses and order of business in the different sessions was the rapidity with which the proceedings were reported and prepared for the press. For instance, President Roosevelt's address of some three thousand words was typewritten on twenty sheets of tissue paper and in the hands of the printer in one hour's time. The machine on which this was accomplished was the Remington, and the reporter and operator was Mr. H. G. Drake, of New York. Mr. Drake also reported the meeting of the active members when they were discussing the bill for reincorporation of the N. E. A. The meeting lasted one hour and twenty minutes. The whole proceedings were in the hands of the press within two hours.

Mr. T. F. McNeece, who has charge of the school department of the Smith Premier Typewriter Co. was at the

Silver, Burdett & Company are enthusiastic over the reception given a German Grammar by George T. Dippold, Ph.D. Dr. Dippold until recently was professor of modern languages at the Massachusetts Institute of Technology.

J. B. Lippincott Co. have just published "The First Book in Physics," designed for grammar school pupils as a preparation for high school study, according to the theory of its author, Prof. J. A. Culler, who believes that too much work is crowded into the present high school course.

Josiah Jordan recently became manager of the school book department of the Central Supply House.

Andrew J. C. Foye, who from 1880 until 1898, was manager of the New York office of the Joseph Dixon Crucible Company, died May 26 at his home in New York, aged seventy-two years. Mr. Foye was for a number of years treasurer of the Stationers' Board of Trade.

The Mississippi Text-Book Commission has recently adopted for exclusive use for five years, Frye's Geographies, Mother Tongue, Book I, and Agriculture for Beginners, all published by Ginn & Company.

Ginn & Company's Medial Writing Books have been adopted at Itasca, N. Y.

Mr. O. M. Baker has recently become the president of the G. & C. Merriam Co., publishers of Webster's International Dictionary. Mr. Baker succeeds Mr. Homer Merriam who retires at the age of ninety years.

The board of education of Reading, Pa., recently placed a large order for the Holden Patent Book Covers.

Ginn & Co. will furnish the public schools of Louisiana with Latin grammars and algebras during the next four years.

The state board of education in Indiana is soon to advertise for bids to supply schoolbooks for the state. The present contract expires in September, 1906. When the new contract is made it will run for ten years, instead of five. Histories, spellers, and grammars will be required.

The board of education in Dayton, Ohio, has voted for free text-books. The cost for the first year is estimated at \$22,000. Columbus, Ohio, has also adopted the free text book plan.

Some Recent Adoptions.

HOUGHTON, MIFFLIN & CO.

Webster's "Elements of English Grammar" has recently been adopted for regular class use in Fergus Falls, Minn.; Pontiac, Mich.; Morgan Park, Ill.; Redwood Falls, Minn.; Manitowoc (North), Wis.; Burlington, Wis.; Clearwater, Minn.; Northwood, Ia.; Sheldon, Ia.; Centuria, Wis.

Tappan's "England's Story," Cedar Rapids, Ia.
John Burrough's "Squirrels and Other Fur-Bearers," Indiana Young People's Reading Circle.

Larned's "History of England," and "Webster's Elementary Composition," Logansport, Ind.

Fiske's "History of the United States," Green Bay, Wis.

Typewriters at Popular Prices.

Many readers of THE SCHOOL JOURNAL are undoubtedly acquainted with the Fox typewriter, by reputation, if not by actual experience, and are aware that it is a thoroughly up-to-date machine.

The regular correspondence models, 3 and 4, of the Fox are equipped with all the automatic features which have



appeared during the past few years. These features are the automatic ribbon movement, the two-color ribbon, the line lock, the speed escapement, and others.

For some time the Fox Company have had in mind the large demand for a typewriter that could be sold at a lower



Music Roll Exhibit (see page 155).

Coleman House with a full corps of operators and machines. The services were free to the members of the N. E. A. One of the most important features of the Smith typewriters is the arrangement of the key-board for touch work. The advantage of this was ably demonstrated at the convention by Miss Marian Reichardt, who is without doubt a genius in her line of work. During her demonstrations she has made a record of 167 words a minute, familiar matter; 122 words a minute of unfamiliar matter, and 125 words a minute from unfamiliar dictation.

While at the convention the Smith Co. used an odd advertising device which created much amusement. It was a peanut with a poem carefully concealed inside. Thousands of these were distributed.

During the coming winter Mr. McNeece expects to conduct demonstrations in the schools of New York city.

No doubt there were other educational exhibits at Asbury Park, which, owing to the unorganized conditions were not seen. It would have been a far more satisfactory arrangement if all could have been located in one large hall. But the affair was poorly managed. In fact everything was left till long after the last moment for properly organizing any large enterprise had passed. The local committee was to blame for this. Is it not time for the management of the N. E. A. to look into this matter, and assume responsibility for this most important feature of the annual conventions?

Publishers' Notes.

Fumigating School Books.

Health Commissioner Greene, of Buffalo, is busy during vacation, not only in fumigating the text-books, but the school rooms of the city as well. Dr. Greene says that ideal conditions will not be reached until the school-rooms are fumigated once a month. He claims that if this were done there would be much less disease among the children.

The apparatus for fumigating used is exceedingly simple. In a tin receptacle asbestos fiber is placed thoroly saturated with alcohol. In the top of the receptacle there is a little basin in which the formaline is placed, then the alcohol is lighted, and the heat causes the formaline to give off formaldehyde gas. All doors and windows are stopped up and the books are placed on their ends with the pages as widely separated as possible. They are then left for a day or possibly two.

D. C. Heath & Company are publishing *The Beginner's Arithmetic*. The book is distinctly a work book for the child rather than a manual for teachers. The lack of such a book to precede the regular text, which is usually adapted to third-grade work, is real, and has long been felt by teachers. It is expected that *The Beginner's Arithmetic* will fill this want most satisfactorily. The price is 30 cents.

Parker P. Simmons, successor to A. Lovell & Company will issue an algebra for grammar schools, in September. The author is Charles A. Hobbs, A. M. During the same month Buckwalter's series of readers will also appear.

Atkinson, Mentzer & Grover have taken over the publication of the series of text-books in language and grammar, by Prof. John B. Wisely, head of the department of grammar and composition in the Indiana State normal school. The series consists of a Teacher's Manual for Grades 1 and 2; Languages for the Grades 3 to 6; a new English Grammar, 7 to 8; Studies in the Science of English Grammar, High School and Normal.

price. To meet this demand they have lately introduced two new models, Nos. 15 and 16. These machines are equipped with every *essential* feature to insure accurate and perfect service combined with durability. The accompanying illustration shows the model No. 15. A complete catalog will be sent to any who are interested, from the general office at Grand Rapids, Mich.

Books Under Way.

Henry Holt & Co.

Sudermann, Teja. Sanborn.
Daudet: Robert Helmont. W. D. Farnsworth, Yale.
Lincoln-Douglas Debates, by A. L. Bouton, N. Y. University.
German Grammar, new edition, by Thomas.
Our Philippine Problem, by H. P. Willis.

A. S. Barnes.

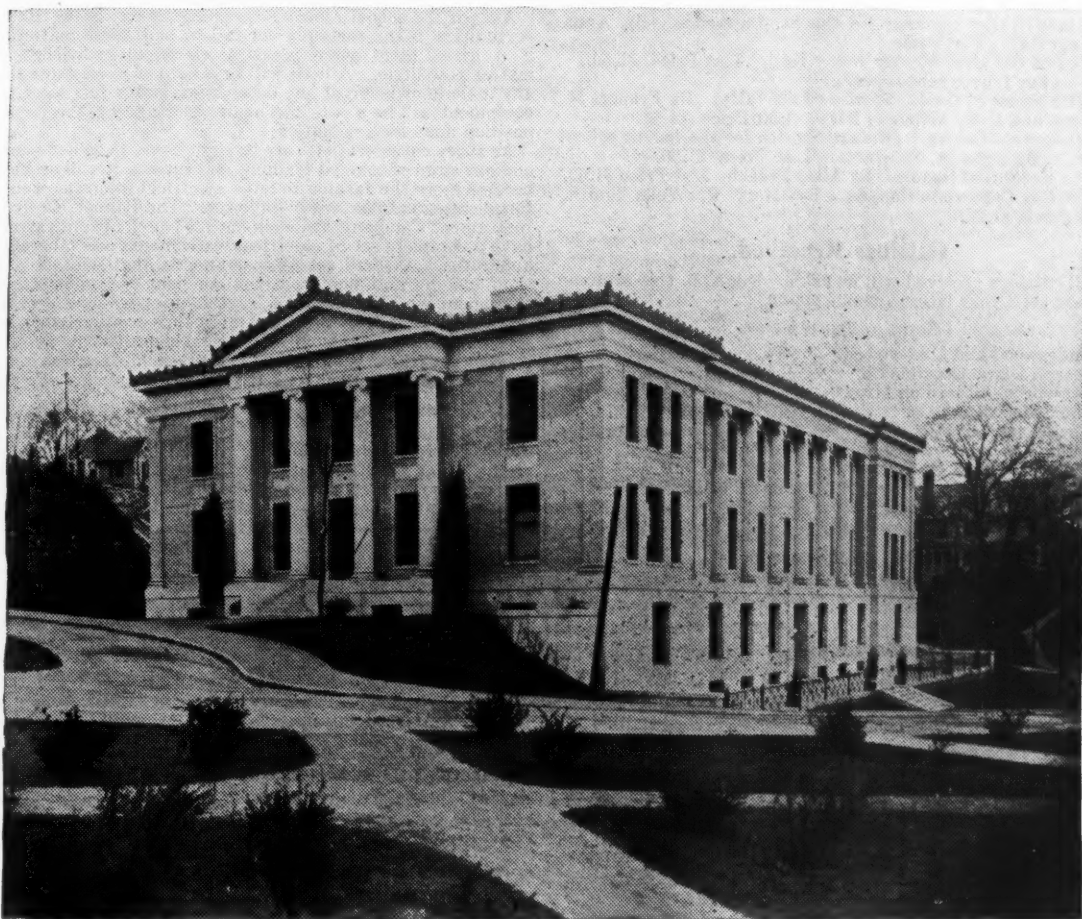
Uncle Sam and His Children, by Judson Wade Shaw.
In the Days of Milton, by Tudor Jenks.

Lothrop, Lee and Shepard.

The Boss of Little Arcady, by Harry Leon Wilson.
Italy, by Augusta Hale Gifford.
The Little Green Door, by Mary E. Stone Bassett.
A Daughter of the South, by George Cary Eggleston.
Ben Pepper, by Margaret Sidney.
The Runaway Donkey, Rhymes for Children, by Emilie Poulsson.

Doubleday, Page & Co.

The Little Conscript, by Ezra S. Brudno. \$1.50.
James Watt, by Andrew Carnegie. \$1.40.
Progress and Poverty, by Henry George. \$1.
The Life of Henry George, by Henry George, Jr. \$1.



New High School, Naugatuck, Conn.

Pictures are a great aid in educational work. In many schools active competition is going on among the pupils to see which one may secure the most attractive decorations for the school-room. For many years A. W. Elson & Co. of Boston have been engaged in supplying large carbon photographs and photo-gravures for school-houses. Not long since this company completed a large order for the high school in Naugatuck, Conn. This building was given to the town by Mr. J. H. Whittemore, and it is probably one of the finest high school buildings in the country.

D. Appleton & Co.

The Twentieth Century Spellers, Books I and II, by William L. Felter, Ph. D., principal of the Girl's High school Brooklyn, N. Y.
A School Cicero, by Charles H. Forbes, Professor of Latin in Phillips Academy, Andover, Mass.
Selections From Ovid, by G. J. Laing, Assistant professor of Latin in the University of Chicago.
Laboratory Manual of Chemistry, For Secondary Schools, by W. A. Morse and F. C. Irwin.

Baker & Taylor Co.

When You were a Boy, by Edwin L. Sabin.
The Poet, Miss Kate and I, by Margaret P. Montague.
The Appreciation of Pictures, by Russell Sturgis.
Impression of Japanese Architecture and the Allied Arts, by Ralph Adams Cram.
Romance of Old France, by Richard Le Gallienne.

Silver, Burdett & Co.

Georgia History Stories, by J. Harris Chappell, A.M., Ph.D., president Georgia Normal and Industrial College. \$1.
American Pioneers, by William M. Mowry, Ph.D., and Blanche S. Mowry.
Old Tales and Modern Ideals, by John Herbert Phillips, superintendent public schools, Birmingham, Ala.
A German Grammar, by George Theodore Dippold, Ph.D.
Der Letzte (Kinder thranen). Edited from the German of Ernst von Wildenbruch, by Fred W. Truscott, Ph.D., professor of German, West Virginia university.
Selections from Jean Richepin, by Arnold Guyot Cameron, A.M., Ph.D., professor of French, Princeton university.
Elements of Geometry, by W. N. Bush, principal, and J. B. Clarke, instructor, Polytechnic High school, San Francisco.
Foundations of Higher Arithmetic, by B. F. Disk, instructor in mathematics, High School, Austin, Tex.
Stories of the War of 1812, by E. T. Tomlinson.

From Colony to Nation, by Lillian Price, Normal and Training school, Newark, N. J.

Little, Brown & Co.

- The True Story of Paul Revere. By Charles F. Gettemy. Price \$1.50 net.
 The Ward of the Sewing-Circle. By Edna Edwards Wylie. List Price \$1.00.
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 Boys Who Became Famous Men. Stories of the Childhood of Poets, Artists and Musicians. By Harriet Pearl Skinner. List Price \$1.25.
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 Men of Old Greece. By Jenny Hall. List Price \$1.50. (For fourth school-year).
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 Wilderness Babies. (Nature Stories for the fourth school year.) By Julia A. Schwartz. List Price \$1.50.
 The Reform of Shaun. By Allen French. List Price \$1.50.
 The Boy Captive in Canada. By Mary P. Wells Smith. List Price \$1.25.

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EDUCATIONAL INSTITUTIONS.

Kenka College.
 Normal School of the North American Gymnastic Union.
 Vermont Academy.
 School of Industrial Art of the Pennsylvania Museum.
 University of Illinois.
 Carnegie Technical Schools.

Electricity in Schools.

Some of the new manual training high schools are not content with the ordinary work done at the work bench and the forge, or even with the installation of machinery for the use of those boys who have a taste along mechanical lines. If the manual training idea is to be made comprehensive, it must include some knowledge of the greatest of all material workers of to-day—electricity. Many a boy who is considered stupid at his text-books, and to whom even the tools used in the workshop are not of any very great interest, rises at once to enthusiasm when he is put into contact with an electrical contrivance. It is true that the use of electrical appliances does not train the boy in just the same manner as the adz and the hammer do, but the manual training leaders should be broad-minded, and not, after the very fashion of the old curriculum, draw arbitrary lines of what is profitable in education, and what is outside their sphere. Electricity is both a subject for brain action of no mean character, and also, if the boy is to learn it practically, a vehicle for much training of the hands.

Also, if the school aims at equipping its pupils for life opportunities, it can certainly not fail to help them materially if it gives them some practical electrical knowledge, no matter how little. A little will be a help of more value than any little knowledge of any other kind, and a fair electrical equipment will be a sure means of securing for the pupil a position upon his graduation.

As these considerations are brought home to school boards and directors of manual training institutions, it will probably become more the fashion to have electrical rooms as well as forge-shops and machinery galleries. The Palmer Electrical Instrument Company, Philadelphia (26 North Seventh street) have a complete set of electrical instruments and laboratory apparatus. A small set of instruments that will set on a shelf can be obtained from the company, or an electrical equipment which would fill a large factory building. It will mark a distinct widening in American education when our school systems, adding an electrical department to their present programs, make more use of such electrical manufacturing establishments as the Palmer Company of Philadelphia.

Art Exhibits in New York.

Two interesting and complete exhibits are now being held at the rooms of the Prang Educational Co., 113 University Place. One is a collection of drawings from fifty different cities in New York, New Jersey, and Pennsylvania. The work has been done by children in the first and thru the sixth year in schools that have used the new series of text-books on art education issued by this company.

The other exhibit is from the North Tonawanda, N. Y., schools, and covers work during the first eight years. It shows the actual results that may be secured thru the use of this new series of text-books. The mounting of the exhibit is very artistic, and was done under the personal direction of William Dallas Campbell, supervisor of drawing in the North Tonawanda schools. Teachers of drawing should, if possible, take advantage of this opportunity to examine the work.

The Prang Educational Company are about to issue an illustrated circular, done in color and black and white sketcher. Its title is, "A New Path to the Garden of Art," and will be sent free to supervisors and teachers of drawing.

Ever Treat You So?

COFFEE ACTS THE JONAH AND WILL COME UP.

"A clergyman who pursues his noble calling in a country parish in Iowa, tells of his coffee experience:

"My wife and I used coffee regularly for breakfast, frequently for dinner and occasionally for supper—always the very best quality—package coffee never could find a place on our table.

"In the spring of 1896 my wife was taken with a violent vomiting which we had great difficulty in stopping.

"It seemed to come from coffee drinking but we could not decide.

"In the following July, however, she was attacked a second time by the vomiting. I was away from home filling an appointment, at the time, and on my return I found her very low; she had literally vomited herself almost to death, and it took some days to quiet the trouble and restore her stomach.

"I had also experienced the same trouble, but not so violently, and had relieved it, each time, by a resort to medicine.

"But my wife's second attack satisfied me that the use of coffee was at the bottom of our troubles, and so we stopped it forthwith and took on Postum Food Coffee. The old symptoms of disease disappeared and during the 9 years that we have been using Postum instead of coffee we have never had a recurrence of the vomiting. We never weary of Postum, to which we know we owe our good health. This is a simple statement of facts." Name given by Postum Company, Battle Creek, Mich.

Read the little book "The Road to Wellville," in each pkg.

The Educational Outlook

According to the report of United States Commissioner Harris, it appears that New York city expends \$19.89 for all departments for every \$1,000 of property, and of this sum \$3.81 goes for the public schools. Out of the \$11.88, Chicago turns over \$4.38 to the school fund. Cleveland expends \$3.19 out of \$12.23, and Cincinnati \$3.14 out of \$17.37; out of \$24.04, Newark, N. J., donates \$5.23 for her schools. Buffalo, N. Y., pays \$4.79 out of \$24.20. The largest amount is expended in Camden, N. J., the sum being \$8.45 for every \$1,000 of property. Of the largest cities the smallest amount is from San Francisco, \$1.69. The total expenditures for all departments, however, is small, being only \$8.55 for every \$1,000 of property.

The legislature of Pennsylvania has made the following appropriations: Public schools, \$11,100,000 for the two years beginning June, 1906; \$200,000 for township high schools; \$175,000 for free tuition in normal schools; \$390,000 additional for maintenance of normal schools.

The Minneapolis board of education has abandoned the vertical system of writing in the public schools.

The general school fund recently appropriated by the state of West Virginia, for the next school year, is nearly \$60,000 larger than last year. The exact amount is \$600,943.93, or \$1.7288 for every pupil in the state.

The demand for qualified teachers exceeds the supply in Northwestern Ohio.

The government has taken up the cause of education in Southern Nigeria. The need for schools is greater than can be supplied, on account of the lack of teachers.

State Superintendent Hinemon, of Arkansas, has persuaded Prof. J. J. Doyme to accept the position as deputy superintendent in the office of the department of education. Many of Prof. Doyme's friends are urging him to become a candidate for the office of state superintendent to succeed superintendent Hinemon. Professor Doyme formerly held this position, with great credit to himself and to the educational interests of the state.

Arthur Sullivan Gale, joint author of Smith and Gale's "Elements of Analytic Geometry," and "Introduction to Analytic Geometry," is to have charge of the department of Mathematics at the University of Rochester next year.

Grand Rapids, Mich., is, as usual, right to the front in introducing helpful

instruction in her schools. This time it is on the use of a public library. Classes are taken to the library and taught how to take out a card, use the various catalogs, and draw and make use of reference books.

Education for women in India is continually on the advance. The statistics of 1903-4 show that in secondary schools for girls the increase in attendance was over 1,400 since 1892-3.

France is providing books for those who are engaged in research or in higher teaching.

Higher schools for women are being constantly developed in Germany. This is quite a contrast to the conditions existing only a few years ago, when women were not even allowed to enter the class rooms of the universities.

A bill has been introduced into the House of Commons in England to make the attendance of children at school compulsory in every case up to the age of thirteen. As the law stands at present the age is fourteen.

The Chautauqua National Council of Superintendents and Principals elected officers on July 29, as follows: President, Mr. Thomas Bailey Lovell, LL.D., of Niagara Falls; vice-presidents, Mr. R. T. Adams, Lebanon, Pa.; Miss Abbie Howland, Thomasville, Ga.; executive committee, Mr. J. T. Strain, Waco, Texas; Mrs. M. B. Tucker, Louisville, Ky.; Mr. George J. McAndrews, Mamaroneck, N. Y.; secretary, Mr. F. J. McKnight, Pittsburg, Pa.

The department of education of the Cherokee nation has recently organized seventy-five new schools, including fifteen that were reorganized. Teachers for these schools have been selected, and the schools will open Sept. 4.

Mrs. Clarence H. Mackay has been elected a member of the school board of Roslyn, L. I. Ever since the Mackays have made their home near the village, Mrs. Mackay has taken great interest in the schools and has advocated many changes in the methods employed. Finally she decided to become a candidate for membership in the school board and formulated the following platform:

Light for the school children coming over their left shoulders. Manual training. Perfect ventilation and sanitation in the basement of the building. High tax on everybody for the support of the schools.

The vote stood 252 for Mrs. Mackay, and 83 for her chief opponent.

Dr. J. G. Deupree has been chosen to succeed Dr. P. H. Saunders, who recently resigned from the chair of Greek in the University of Mississippi. For nine years Dr. Deupree has been at the head of the department of education in the university.

The University of Chicago suffers a loss thru the resignation of Prof. E. J. Banks, who will hereafter devote himself to scientific research among the ruins of ancient Babylon. Last year he was at the head of the university's expedition to Turkey.

Penmanship in Chicago.

The Chicago Principals' Association, after devoting an entire session to the consideration of penmanship, adopted the following resolution:

That an optional slant be adopted in place of the vertical writing, the slant not to exceed 22 degrees from the vertical, and that the slant of from 10 to 15 degrees be deemed preferable.

That copy slips, prepared under the direction of the superintendent and furnished by the board of education, be used instead of copy books.

That in addition to the copies the copy slips provide drill exercises for free arm and rotary movements, and that these drill exercises be used systematically as needed till a good automatic writing habit be attained.

That the pupil sit to write in the oblique, middle position.

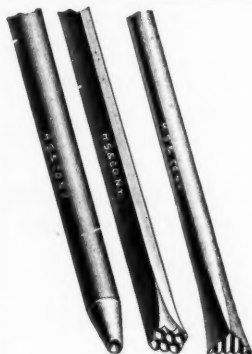
That the material—pen, ink, and paper—furnished by the board of education be as good in quality as is provided by the banks for their customers.

That it should behoove us of the schools to pay respectful deference to the reasonable wishes of the public.—*The Transcript*.

Club Women and Vacation Schools.

The club women of Chicago are meeting with great success in their efforts to provide vacation schools for the children of the poorer districts. While the board of education has contributed to the fund annually, it has been found necessary to appeal for aid to other sources. Manual training, music, brass and copper work, drawing, sewing, and nature work are taught. Nature study receives the most attention. This is probably the result of the week day excursions to the country, which is a feature of the work.

The vacation schools were established in 1897 thru the efforts of Miss Mary E. McDowell, head resident of the Uni-



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versity of Chicago Settlement. The four women members of the Chicago board of education, Miss Jane Addams, Dr. Cornelia De Bey, Mrs. Emmons Blaine and Mrs. Keough, are thoroly in sympathy with these schools, and no doubt the time is not far distant when the board will support the enterprise entirely.

Mayor and Board of Education

Mayor Doremus of Newark, N. J., is showing the proper spirit in settling the price that the city should pay for a proposed school site. It seems that the board of education recommended the expenditure of \$73,000 for the site, but were informed by the mayor that the payment of such an amount would meet with his disapproval. It has been estimated by appraisers that the actual value of the site and the buildings thereon was only \$51,000.

Mayor Doremus has also demonstrated his interest in the welfare of the people by vigorously insisting that the board of education see to it that the new school buildings now in course of construction be ready by the opening of the fall term.

Are American College Students Superficial?

According to a writer whose views are reported in the current *Harper's Weekly*, the American Rhodes scholars at Oxford present an interesting contrast to their English fellow-students. As to their relative scholarship, he found the Englishmen to be the much better informed of the two, tho on fewer subjects. They were much more thoro classicists, much better read in all literatures and in the newspapers. The American students had pursued more subjects, science especially, but as a rule, had not gone deep enough into anything to get a firm hold

on it. The English students could and did discuss concerns of literature and politics as to which the Americans had little to say that was worth saying.

Educational New England.

The Massachusetts state board of education has succeeded in raising the age for compulsory school attendance from fourteen to sixteen. This applies to children who cannot read at sight and write legibly simple sentences in the English language.

The freshman classes entering the Yale academic and scientific departments this fall number 785, as against 731 a year ago.

In order that the professors of Bates College in Maine may be in line for the Andrew Carnegie benefactions, the trustees have authorized President Chase to secure a repeal of the charter, which provides that the president and a majority of the board of fellows, and of the board of overseers, shall be members of some church in the Free Baptist denomination.

Supt. Schuyler F. Herron, of Northampton, Mass., is to have charge of the schools founded by the American School Association in Mexico City. Mr. F. K. Congdon has been elected as Mr. Herron's successor at Northampton.

Supt. W. P. Kelly, of the Attleboro, Mass., schools has resigned to accept a similar position in Meriden, Conn.

Commencement of American Institute of Normal Methods.

The commencement exercises of the American Institute of Normal Methods, held at the New England Conservatory of Music in Boston on July 27, closed the fifteenth annual session of the school.

The program was entirely of a musical

nature, and was extremely interesting. One of the features was a cantata, "The wreck of the Hesperus," Longfellow's celebrated poem, with music by Thomas Anderton. The other musical numbers were: "O Star of Truth," by Gounod; "The Nation's Guide," by Faure; "Croon, Croon," by Rich; "To the Spirit of Poesy," by Lassen; "Homeland of Liberty," by Lewis; vocal waltz, "The Fairy Revel," by Kimros, and the Processional from "Athalie," by Mendelssohn.

During the exercises special numbers were sung by Mr. Anthony Carlson, of Boston, with Miss Edith Longstreet as accompanist.

Death of Mr. Wheeler.

Henry Nathan Wheeler, in charge of the educational department of Houghton, Mifflin & Co. since 1882, died in Cambridge, Mass., July 7. Mr. Wheeler was born in Concord, Mass., September 3, 1850, and was graduated from Harvard in 1871. Soon thereafter he became an instructor of mathematics in Harvard, which he left in 1882 to take charge of the educational and school book publications of Houghton, Mifflin & Company, at times assisting authors while preparing their books. He himself wrote and published "Elements of Plane Trigonometry," "Spherical Trigonometry," "Logarithms" and "Second Lessons in Arithmetic." He also edited the "Harvard University Catalog," 1878-1882, and revised and edited Warren Colburn's "Intellectual Arithmetic." Mr. Wheeler took an interest in politics and was an active member of the Massachusetts Civil Service Reform association.

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In New York City.

Since the new pension bill became a law some seventy-five teachers have applied for retirement. The retirement board will not consider these names until fall.

During the coming school year there will be considerable demand for kindergarten teachers, as the superintendents are planning to open a number of new classes. In the recent examination for kindergartners sixty-three candidates were successful.

The teachers elected as members of the board of retirement have drawn lots to determine their length of service. The result is as follows: Miss Josephine E. Rogers, 1 year. Mr. Lyman A. Best, 2 years. Miss Mary A. Curtis, 3 years.

The board of superintendents have been urged to use great care during the coming school year to prevent the possibility of acting principals claiming rank and pay as principals. It has been pointed out that this can be avoided if the board assigns as acting principals, those who are already on the principals' eligible list.

David Eugene Smith, professor of mathematics in Teachers College and author of the Smith "Arithmetics," was born in Cortlandt, N. Y., Jan 21, 1860. He is the son of the Hon. A. P. Smith and Mary E. (Bronson) Smith.

The school authorities expect to open twenty-one recreation centers at the beginning of the fall term in October.

Next year the board of Education hopes to increase the number of recreation centers to twenty-nine.

The failure of the city to assess property at its full value will be felt especially by the schools. It is estimated that the method of low valuation will de-

prive the schools of more than \$3,500,000 next year.

As a result of a recent examination 22 persons have been placed on the eligible list as principals, 61 as teachers of gymnastics, 7 as assistant teachers of gymnastics, and 5 as junior assistant teachers of the same subject. Forty-nine have been granted licenses to teach literary subjects. Three more are eligible to teach swimming and 28 are to be appointed librarians.

Two hundred and twenty-eight prospective teachers, students in the New York and Brooklyn training schools, have been granted licenses to substitute. Of these only one was a man, and he was from the New York training school.

The successful candidates will begin their work in September. After passing the examination for license No. 1 these pupil teachers will be assigned to elementary schools. For each day of actual teaching service they will receive \$1.50.

Fordham college will award six scholarships this fall to boys in the academic department. The scholarships will be good for a four years' course. Graduates of parochial and public schools will be allowed to take the examinations on Sept. 1. and 2.

The Educational Exhibit.

Since the close of the St. Louis Exposition, the New York City Educational exhibit has been in the American Museum of Natural History. The time allowed by the authorities of the museum for the use of their quarters has almost expired, and the question of where the exhibit might be placed has been facing the department of education. It was finally decided to transfer it to the new De

Witt Clinton high school building on West 59th street. Three rooms have been set aside for the collection, and it will occupy these quarters for at least two years.

Rights of the Board of Examiners.

President Tift of the board of education has appointed a committee to investigate the character and scope of the teachers' examinations and determine whether the examinations may be conducted under the by-laws of the board of education or under the powers granted the board of examiners in accordance with the charter.

The matter of the powers of the board of examiners was recently referred to the committee on by-laws. The following are the questions referred to the committee, and answers:

1. Has the board of examiners the right, except as specifically provided in section 1089 of the charter, to examine all persons applying for licenses for teaching or supervising positions in the public schools?

To this question the committee answered, "Yes, in conjunction with the city superintendent, and as further set forth in the bylaws."

2. Has the board of examiners the exclusive right to make eligible lists for the teaching and supervising positions in the public schools?

The committee made the same answer to the one given to question No. 1.

3. If the board of examiners has the right mentioned in one and two, has the board of superintendents the legal right to nominate, and the board of education the legal right to appoint to teaching and supervising positions in the public schools, persons whose names do not appear on said list?

To this question the answer was "No."

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Those Missing Consonants.

When Henry James landed in New York he discovered that the nation had lost or mislaid all of its consonants. The first man of whom he asked a question responded "Yeh-eh." The great author pleaded for a single consonant, just one. His informant modified his response to "Yeh-ep."

Henry James has embodied his impressions of the incident in an article in the August number of *Appleton's Booklovers Magazine*.

"Hence," writes the author critic, "the undefined noises that I refer to when consonantal sound drops out, drops as it drops, for example, among the vast populations to whose lips, to whose ear, it is so rarely given to form the terminal letter of our 'Yes' or to hear it formed. The abject 'Yeh-eh' (the ugliness of the drawl is not easy to represent) which usurps the place of that interesting vocable makes its nearest approach to deviating into the decency of a final consonant when it becomes a still rather questionable 'Yeh-ep.'"

Then he draws attention to the carried-over "r" of the New England states and the Western burr, and blames the deterioration of our speech on a class of people who are already carrying a considerable onus of criticism, the immigrants.

Teachers' Examinations.

On Friday, September 8, the board of examiners will conduct examinations for applicants for license for promotion. Those who are successful will be qualified to teach in grades 7a, 7b, and 8a, of the elementary school course. At the same time examinations will be held for applicants for license as teachers of graduating classes. The examiners will meet at the hall of the board of education at 1.30 p. m., when the following subjects will be offered: English, mathematics, history, geography, and elementary science, constructive work and drawing, stenography, Latin, French, German. The date of the examination in principles and methods of teaching will be pronounced in September.

Those who take the examination for license for promotion must have the following qualifications: The candidate must hold license No. 1. He must also have a three year record of successful teaching in the public schools of the city. Applicants for license as teachers of graduating classes must hold licenses for promotion, or higher licenses for elementary schools, also satisfactory experience in teaching equivalent to five years' experience in the public schools of the city, two being in the grades of the last two years of the elementary school course.

At 9.30 a. m., Oct. 19 and 20, a written examination will be held for applicants for licenses to teach certain subjects in the high schools. Part of the time will be given over to those who desire licenses as clerical assistants (men only), laboratory assistants (men only), and for junior or assistants' licenses (men only). For license as clerical assistant the examination subjects will be in stenography, typewriting, English grammar and composition, and office work; for laboratory assistant, laboratory practice, physics, and chemistry. For all other licenses the written examination will include the science of education and the subject, or group of subjects, to be taught, as follows:

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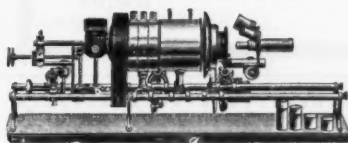
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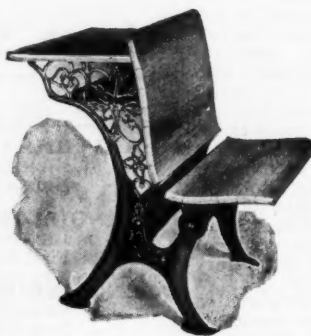
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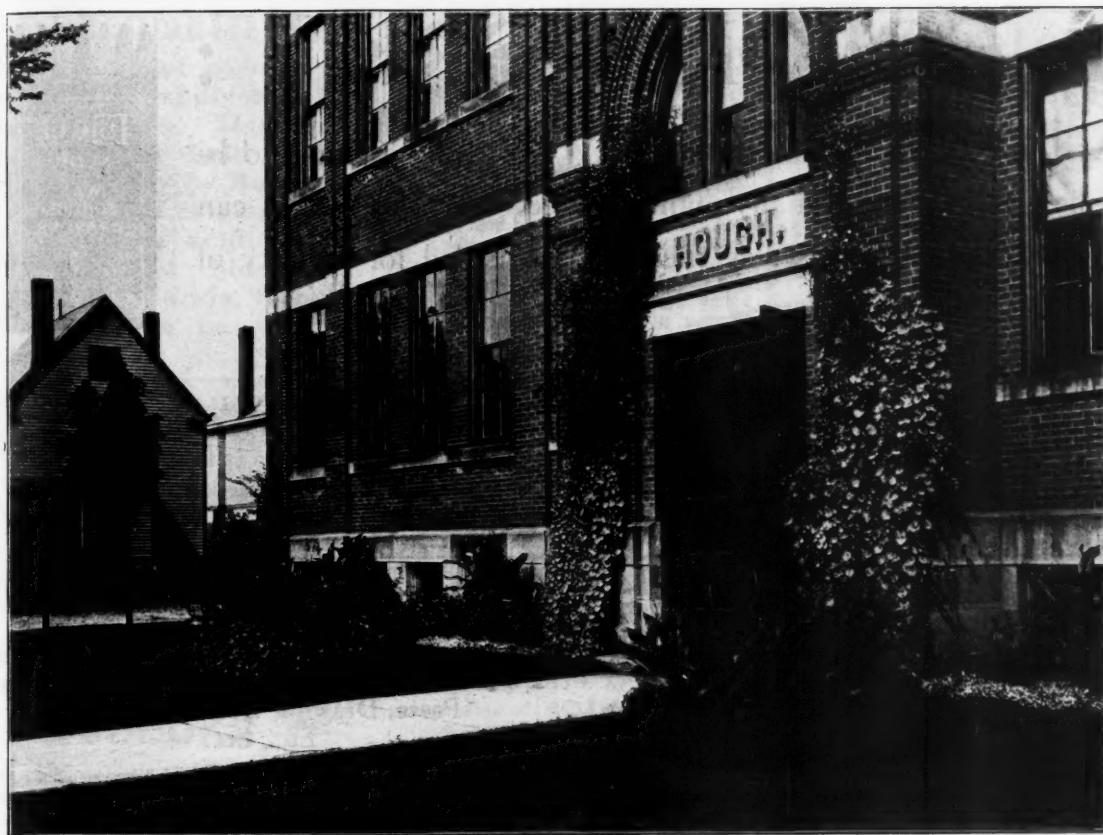
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On Nov. 23 and 24, an examination will be held for license as first assistant in the high schools. It will be written and will include the science of education, the subject or subjects to be covered by the license, methods of teaching the same, and the practical conduct of a high school department. The general subjects covered are as follows:

Biological science, economics, history, and civics, mathematics, and mechanic arts (shopwork, pattern-making, mechanical drawing).

To be eligible to apply for a first assistant's license, a person who has

been ten years in the teaching force of the high schools of The City of New York must, if a man, be less than fifty-six years old; if a woman, less than fifty-one years old. All other applicants must be more than twenty-five and less than fifty-one years old.

He must also have either of the following qualifications:

Graduation from a college or university recognized by the Regents of the University of the State of New York, and one year's satisfactory post-graduate study, which may have been concurrent with teaching experience; and five years' satisfactory experience in teaching in secondary schools or in colleges, three of which years shall have been in New York City high schools.

Graduation from a college or university recognized by the Regents of the University of the State of New York, and one year's satisfactory post-graduate study, which may have been concurrent with teaching experience; and seven

years' satisfactory experience in teaching in secondary schools or in colleges.

In January two further examinations will be held. On Thursday and Friday, Jan. 4 and 5, will occur the examination for teachers' license No. 1. This examination will be written and will include history and principles of education, methods of teaching, and written or other tests in constructive work and drawing, music, physical training, and (except for men) sewing. A written examination in academic subjects for this license will be held during the week beginning January 15, 1906.

The other examination in January will be for applicants for admission to the training schools for teachers of the city of New York. This will be conducted by Superintendent Maxwell, and will begin Monday, Jan. 15, at 9 a. m. The time schedule, examination subjects, qualifications, and place of holding examinations may be obtained at the office of the city superintendent.

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3. To cultivate the active and creative instincts as distinct from the reflective and receptive that are otherwise almost exclusively exercised in our schools.

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5. To train the student in ways and methods of acquiring information for himself and incidentally to acquaint him with the manner in which information is originally acquired and the world's stock of knowledge has been accumulated.

6. To connect the school with real life and make the value and need of schooling more apparent.

7. As an avenue of communication between the pupil and the teacher; it being a field in which the pupil will likely have a larger bulk of information than the teacher, but in which the training of the teacher can help to more exact knowledge.

Rural School Improvement.

The American Civic association quotes the following from "Wallaces' Farmer" in answer to the question of a correspondent: "Will be pleased to hear how to beautify our country school grounds, the kind of fencing, and the cost."

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"In our judgment, the first thing would be to prepare the ground thoroly, plant a windbreak of trees on the north and west sides, preferably Russian mulberry. That is easily planted, grows rapidly, and furnishes an abundance of preferred bird seed, and by no means unacceptable to children. There should be on the east and south sides, and possibly scattered thru the grounds, trees of some other variety, ash or catalpa, depending, of course, on the longitude and latitude. Then there should be in every school yard a flower garden containing as great a variety of flowers as

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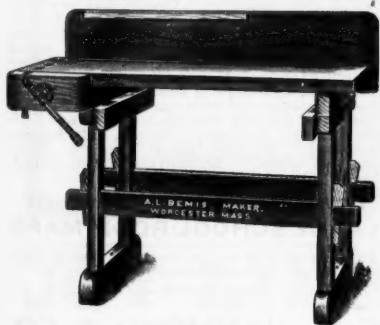
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The Teacher's Holiday.

In speaking of holidays we must not overlook the difference in people. Some are elastic and rebound very quickly after a strain, recuperation with them being brief and thoro. Others require much longer time for mere repair of the wasted tissues, and are less vigorous after two months than others are after one. Aspiring teachers frequently take the opportunity of the summer holiday to attend special courses of study, so that they may teach advanced grades or gain coveted certificates. This is pleasant and interesting to those who have the needed physical capital, but to one who is worn out, who has reached the limit of her resources, and is in want of building up, it may be almost suicidal. The plan pursued by other students and teachers of finding positions in summer inns, where they may work and earn part of next year's expenses, is only commendable where the worker has plenty of strength. We may perhaps guard this point by the reflection that to some young women three or four months of inaction would be a greater weariness than pleasure, and that to those who can sufficiently rest in a fortnight the chance to earn money during the rest of the vacation may be a godsend. A teacher who does her duty in the school-room during nine or ten months in the year has given out an immense amount of nervous force. She has not simply been seated at her desk hearing recitations, nor has she merely been keeping restless little boys and girls in order. She has been impressing herself upon her pupils and giving out vitality in lavish measure. The greater her love for her profession, and the greater her success therein, the more likely she is to need a good vacation. She should not spend it in hard work of any kind, in studying, sewing, or going about among friends. She should rest. It should be for her a period of idleness and of entire dropping of the tasks of the year, a period of renewal. —Margaret E. Sangster in *Woman's Home Companion* for July.

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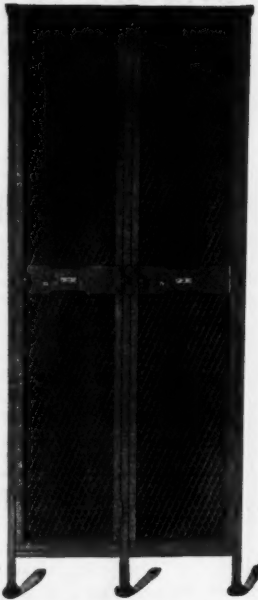
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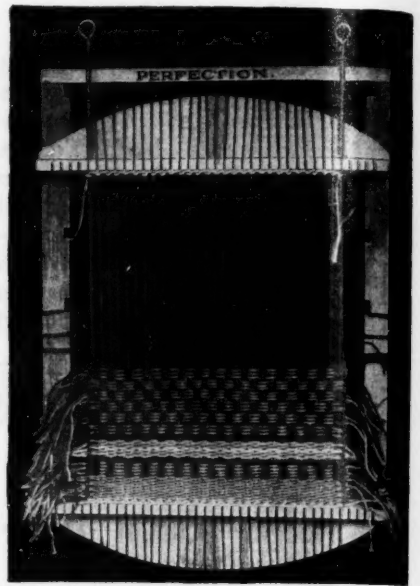
Songs of School Days.

I wunder wi shee licks uss. is she sower
ur duz shee justt becaws shee has thee
powr.
Uv life ann deth wile weere in skool.
tooday
shee took bil peersons storry book away
wile he wuz reeden with his jogafy
held upp befoar itt soze she coodunt see
till gummy Wudgen wentt ann wispered
inn
hur ere wott bil wuz dooen wenn heed bin
Petenden too be studdyen. Ann mi
butt bil wuz turbule skairt wenn shee
kum bi.
itt wuz redd Dick thee daren devul
scowt
Thatt bil wuz reeden ann he wuz abowt
awl finisht wenn shee grabbed itt ann
seiz ule
gett punisht fore ure conductt aftur
skool.
Ann awl the boize thay wated inn the
yard
till he kum owt ann ast him wuz itt hard
fore him to bear ann tolled him they wuz
prowd
becaws he neavur gave a cri owtlowd
wenn shee wuz liken him ann he sedd
wi
shee kood uv kild mee ann ide neavur cri.
Ann awl uv uss fealt prowd to noo thatt
shee
kood wring no cri uv pane frum him ann
wee
Awl swore ann oth uv venjuns ann bil
sedd
Thatt gummy Wudgen mite uz wel be
dedd
iff he lade hanns on him. Ann shorrt
Grimes
Hoo bil had lickt a haffaduzen times
sedd ile foargive u bil ann hears mi
hannd
too sware eturnel frendship ware we
stannd
Ann bil shook hannds with him ann awl
wennt well
Ann brite ann merrie uz a marridge bell.
—J. W. FOLEY, in Philadelphia Ledger.

Literary News.

An authoritative and highly interesting book, "Impressions of Japanese Architecture and the Allied Arts," will be published by The Baker & Taylor Co. in the fall. It is written by Ralph Adams Cram, one of the country's best known architects, who has spent much time in Japan and made a specialty of Japanese architecture. Aside from its consideration of ecclesiastical and domestic architecture, Mr. Cram's book takes up the allied arts, such as sculpture and the panel decorations of interiors. The illustrations are in themselves very rare and of unusual attractiveness. The text undertakes to point out the genius of Eastern civilization in art, and to demonstrate the impossibility of measuring Eastern art by Western standards. The volume is highly interesting, as well as authoritative.

"The Educative Process," by William Chanler Bagley, vice-president and director of training, Montana normal college, is intended to present a systematic and comprehensive view of the task that is to be accomplished by the school. It covers the field commonly included under the terms, "General Method," "Method of the Recitation," "Theory and Prac-



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tice," etc.; but it deals with principles rather than with the details of device and method. The book is published by The Macmillan Co.

Prof. Sydney G. Ashmore, whose volume of essays on "The Classics and Modern Training" has aroused so much discussion, holds the chair of Latin in Union College, Schenectady. Prof. Ashmore is now sailing for Germany where he will spend several months. His object is to collect material for an important text-book, designed for class-room work in connection with his special branch of instruction.

It is interesting to note that one of the last letters written by the late Secretary Hay was received by Colonel Clark E. Carr in reference to his book "The Illini." Soon after the publication of this work Mr. Hay had written Colonel Carr congratulating him on the book, and it was in confirmation of some comments he then made that the second letter was sent. John Hay is one of the prominent characters in "The Illini," and the depiction of him in early life is perhaps the best to be found anywhere.

The dramatic scenes at Odessa with Russian mutineers in command of a battleship, and the spread of revolution thru Russia seem to have been foretold in Mr. A. Cahan's remarkable book "The White Terror and the Red," a novel of Revolutionary Russia, published recently by A. S. Barnes & Co., and already in its third edition. Mr. Cahan's story of the revolutionary movement in Russia describes scenes like those at Odessa, Warsaw, and elsewhere, and it has been pronounced the most vivid and truthful picture that has been afforded of the spread of revolt in Russia.

Customs in Sumatra.

Prof. Charles Dillon Perrine of the University of California recently spent some time in Sumatra, going there for astronomical work, and he writes interestingly in the current *Popular Science Monthly* of his experiences in that far-away land. He says that the midday meal there is called "Riztafel." It is a unique repast. As its name implies, it is composed chiefly of rice. A broad soupbowl is placed before each one at the table, and from an immense bowl of steaming, boiled rice he ladles out a generous supply. After the servant bearing the rice follows a procession of barefooted servants with dishes containing chicken, boiled, stewed, fried and roasted; turkey, fried cocoanut, potatoes, gravies, a half dozen kinds of vegetables, and lastly an elaborate assortment of condiments and preserves. The guest selects such as he desires and placing them on his mound of rice, mixes them thoroly and the piece de resistance is prepared. After riztafel all the tropical world goes to sleep. The dress of the ladies of Sumatra is at all times simple and comfortable, Professor Perrine tells

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us. A short sarong skirt reaching only to the ankles, a loose white jacket of some thin stuff, and bare feet in sandals or slippers compose their at home costumes. As to the status of the sexes, the professor says that the women are usually seen with large bundles on their heads and in their arms, stepping along briskly, while the men idle about with slouching gait, frequently carrying nothing but their dignity or a bird cage.

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